DOCUMENT RESUME

ED 481 596 CE 085 621

TITLE	GED as Project: Pathways to Passing the GED. Volume 3: Reading.
INSTITUTION	James Madison Univ., Harrisonburg, VA. Workforce Improvement Network.
SPONS AGENCY	Virginia State Dept. of Education, Richmond. Office of Adult Education and Literacy.
PUB DATE	2003-00-00
NOTE	182p.; For Volumes 1 and 2, see ED 473 180-181. For Volume 4, see CE 085 622. For related materials, see: http://web.jmu.edu/gedproject/intro_page.htm.
AVAILABLE FROM	For full text: http://web.jmu.edu/gedproject/ print_grid_3.htm.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC08 Plus Postage.
DESCRIPTORS	Adult Education; *High School Equivalency Programs; Instructional Materials; Language Arts; Learning Activities; Learning Processes; Literacy Education; *Problem Solving; Program Development; Reading Comprehension; *Reading Instruction; Reading Skills; Reading Strategies; Reading Tests; Secondary Education; Student Evaluation; *Student Projects; Teacher Developed Materials; *Teaching Methods; Test Wiseness
IDENTIFIERS	*General Educational Development Tests; *Learner Centered Instruction

ABSTRACT

This guide presents reading-focused learning projects and accompanying inquiry activities to help students pass the language arts/reading portion of the General Education Development (GED) Test 2002. Section 1 relates GED as project to the reading portion of the GED and explains how inquiry activities used Official GED Reading Practice Test questions as stimuli and can serve as models for teacher-designed activities. It introduces the template for reading inquiry activities, a series of steps and questions that fulfill the learner-centered thinking and process this guide proposes. Section 2, an introductory learning project that helps learners comprehend and internalize information about the GED, is entitled "GED Language Arts, Reading and You." The two inquiry activities are based on the template described in volume 1 of this series. The reading template is also the basis for the inquiry activities found in these eight learning projects: Identifying the Kinds of Questions on the GED Reading Test; Reading Drama; Reading Stories; Reading Business Documents; Reading Stories ; Reading Reviews; Reading Poetry; and Reading Stories . (The template is a five-step inquiry process that consists of the following steps: identify the problem; become familiar with the problem; planning, assigning, and performing; sharing with others; and reflecting, extending, and evaluating.) Appendices include a document entitled "Learning from Text: A Multidimensional and Developmental Perspective," "think alouds" for the eight learning projects, and a graphic organizer. Contains six references. (MO)

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GED as Project

Pathways to Passing the GED

Volume 3

READING

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Pathways to Passing the GED

GED as Project

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GED as Project: Pathways to Passing the GED
Developed by Virginia's Workforce Improvement Network (WIN), a partnership between James Madison University and the Virginia Literacy Foundation and funded by the Virginia Department of Education, Office of Adult Education and Literacy.

Last Updated On Saturday July 26, 2003 3:59

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Preface

The GED high school equivalency exam has been available to adults for nearly 60 years. Yet, according to the 2000 Census, an estimated 1,000,000 adults in Virginia have neither completed high school nor taken the GED. They are at a disadvantage in our fast-paced, information-driven age, where formal learning and schooling are more important than ever. Helping those adults achieve success on the GED remains, as it has been for many years, a central tenet of adult education in Virginia and across America. The implementation of GED 2002 presents a unique opportunity for adult educators to help adults achieve their goal of attaining a GED. Now seems an appropriate time to examine current needs, practices, and state of the art for preparing adults to pass the GED. We must take a fresh look not only at the subject matter, but also at the way it is taught.

We have examined the GED, its content, its structure, both old and new, and the skills embedded in the test. In addition, we have reviewed many current teaching methodologies. Our review has led us to propose *GED as Project: Pathways to Passing the GED* as a means of achieving effective results with adults pursuing their GED. As the name implies, the overarching principle of GED as Project is the value of project-based learning in adult education. We propose that the GED test itself can be a powerful project for those adults who choose to pursue it.

In Volume 1: Introduction, we describe our concept of the *GED as Project*, articulating the role of the instructor, the role of the individual, both as test taker and as learner, and the role of instructional materials in the classroom. We outline for instructors the necessary practices for using this approach. Central to *GED as Project* are the Inquiry Activities, designed to stimulate interest and discovery by the learner, facilitated by the instructor. Grouped together by the theme and/or skills to be explored, Inquiry Activities form the basis of Learning Projects. We define Learning Project and Inquiry Activity, provide a template or guide to use in developing Inquiry Activities, and provide sample Inquiry Activities for two Learning Projects: "GED and You" and "GED and You Revisited." In addition, we provide an annotated list of references for use with GED 2002.

In Volume 2: Math, we use items from an Official GED Practice Test to develop the Inquiry Activities that, grouped together, form the Math Learning Projects. Also included in this volume is a Learning Project called "GED Math and You," which has been designed as a companion to GED and You in Volume 1.

In Volume 3: Language Arts, Reading we again use an Official GED Practice Test to develop the Inquiry Activities that form the Language Arts, Reading Learning Projects. "GED Language Arts, Reading and You" is included in this volume, offering the opportunity to explore this content area as well.

Volume 4: Language Arts, Writing uses the Official GED Practice Test to provide the subject material for essays and to develop revision techniques necessary for strong performance in the GED Language Arts, Writing test. The Scoring Guide is included in this volume to inform the learners on how the essays will be evaluated. "GED Language Arts, Writing and You" is also included in this volume.

Through the learning approach advocated by *GED as Project*, the adult who seeks help in achieving the GED is regarded in two distinct ways: as test taker and learner. Using *GED as Project* allows instructors to facilitate the adult in the skill of taking tests, as well as the skill of learning. One helps the adults to pass a credentialing test; the other equips him or her both for life-long learning and competing in today's world – a win/win for all adults pursuing their GED.

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Foreword

GED as Project: Pathways to Passing the GED has been developed through the hard work, dedication, and vision of many adult education professionals. Funded by the Virginia Department of Education, Office of Adult Education and Literacy, the Project was conducted by Virginia's Workforce Improvement Network (WIN), a partnership between James Madison University and the Virginia Literacy Foundation.

The first phase of this project included the development of the problem-based approach as presented in *GED as Project*, and the Math Learning Projects found in Volume 2. Phase two of the project includes the Language Arts, Reading and Writing, volumes 3 and 4. Science and Social Studies will be published in the summer of 2004. Go to the GED as Project website at http://www.jmu.edu/gedproject to see the most current information about this project

The project team members are as follows:

- Dr. Diane Foucar-Szocki – Research/Principal Investigator
- Barbara E. Gibson – Project Management
- Marcia Phillips – Lead Specialist
- Edmund Vitale, Jr. – Curriculum
- Susan Holt – Instruction
- John Anderson – Editorial Assistant
- John Vaughan – Technology

We are deeply appreciative of the consultants who guided and supported this phase of our work. Their commitment to the vision of *GED as Project* inspired the team to higher levels than we had imagined possible. Consultants for this phase of the project were:

- Dr. Tamara L. Jetton, Associate Professor of Reading, James Madison University
- John M. Reier, Language Arts Consultant and author of *McGraw-Hill's GED Language Arts, Reading*
- Dr. Kenn Barron, Assistant Professor of Psychology, James Madison University.

Field Testing of *GED as Project* was conducted with three adult education programs across Virginia. The instructors and administrators who participated in the field test not only used the materials we provided, they also made suggestions for varying approaches. They provided important insights and ideas to the project team. The adult learners who agreed to participate in the field test also contributed significantly to GED as Project by allowing us to collect samples of their work, sharing their thoughts and ideas while in the classroom and giving valuable input during site visits. The field test sites and participating adult educators are:

- Northern Shenandoah Adult Education – Janet Frye, Coordinator. Instructors: Bobbie Eller, Paula Gould, Tonya Miller
- Prince William County Public Schools, Adult Education – Susan Garlock, Coordinator. Instructors: Eileen Rakshys, Vickey Logan, Debbie Caselli
- Regional Adult Education, Planning District 9 – Phyllis Metzger, Coordinator. Instructors: Susan Fox, Carol Robertson, Clysta Walters

The following deserve special recognition for their contributions to specific areas of the project:

- Gwen Smith, Specialist for Literacy Projects, Virginia Department of Education, Office of Adult Education and Literacy, who assisted in developing the concepts of both the Reading and Writing volumes, wrote the scripts for the videotapes accompanying *GED as Project*, and starred as Mrs. Harriman, the instructor.
- Jim Kennedy, consultant for the GED Testing Service for writing, and retired chairman of Montgomery County high school English Department.
- John Hodges, Production Manager, James Madison University, School of Media Arts and Design, who served as videographer for the project.

Finally, we wish to recognize Dr. Yvonne Thayer, Director of the Office of Adult Education and Literacy, Virginia Department of Education, for her commitment to the advancement of adult education practice and her dedication to the adults for whom the GED is a pathway to success as workers, parents, and citizens. Her desire for an articulated approach to teaching the new GED ultimately led to the development of *GED as Project*. We thank her for her leadership and her vision.

Section 1

Introduction: Reading and the GED 2002

Introduction

Reading is presented in *GED as Project* in the Learning Project and Inquiry Activities format established in *Pathways to Passing the GED: Introduction and Math.* There are seven different categories of passages tested on the GED Language Arts Reading Test. They are: Drama; Fiction from three time periods: before 1920, 1920-1960, and 1960 to the present; Business Documents; Critical or Personal Reviews; and Poetry. Each of the Reading Learning Projects focuses on reading strategies most suitable for the individual genres.

The stimulus for the Inquiry Activities found in this guide is primarily from the test questions in the 2002 Reading Practice Test PA (Reading Learning Projects 2, 3, 4 and 7). Since reviews and contemporary fiction pieces were not included in the Reading Practice Test version PA, we contracted those three passages and applicable multiple-choice test questions from John Reier, a specialist with the GED Testing Service and author of *McGraw-Hill's GED Language Arts, Reading* and its companion *Workbook*. The supplemental passages are included here as Reading Learning Projects 5, 6, and 8.

The first Learning Project addresses the types of questions asked in all of the reading passages. Its purpose is to allow learners to familiarize themselves with the kinds of questions that will be presented on the test.

The Reading Inquiry Activities employ the discovery and group learning strategies we have used in previous *GED as Project* volumes. These encourage the development of analytical, creative, and practical thinking, as well as test-taking skills.

The integrated approach to learning, so strongly advocated throughout *GED as Project*, is central to the reading volume. First of all, reading is fundamental to all of the other content areas of the GED, including the word problems of the math portion of the GED test. Second, we feel it is important for learners to have the opportunity to discuss the reading process itself, not just answer the questions about the passages they have read. We have found that the process of reading, developing strategies and methods, is not much discussed with adult readers. We will give learners the opportunity to think about and practice reading strategies that will not only help them pass the GED, but will be of use to them in their jobs and everyday lives. A third reason for this broad emphasis on reading process is that reading is a thinking skill, and thinking skills are strongly emphasized on the GED 2002.

The concept of reading as a thinking process has been well stated in *Reader's Handbook: A Student Guide for Reading and Learning*.

> Every serious reader understands that reading is thinking. To read is to take time to think about something – an idea, an issue, a question – that matters to you. To read is to enter into a conversation with interesting, important people about ideas and issues. (Burke, Klemp, and Schwartz. 2002)

As good readers develop, they improve at this process of making meaning out of the words on the page. While basic reading proficiency requires decoding and encoding skills, readers build the meaning of what they read as they use their prior knowledge and experience to make inferences, fill gaps, and determine the relationships among the various parts of the passage. Many of the skills needed to be a good reader are of a cognitive or metacognitive nature. Metacognition is often defined simply as thinking about thinking. We all do it, every day.

Good readers are often unaware of the particular strategies they use to make sense out of text. It is the purpose of *GED as Project: Language Arts, Reading* to help learners know these strategies, practice them, use them to pass the GED, and extend their use into their personal lives to achieve greater success.

Tamara L. Jetton, Associate Professor of Reading at James Madison University, sets out the before, during, and after reading strategies as shown below. Her article on the strategies of readers appears in Appendix A of this book.

BEFORE READING STRATEGIES (These are used every time a reader begins to read.)

Preview the text
Activate/Build prior knowledge
Consider/Build interest
Set a purpose

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DURING READING STRATEGIES (Clarify is always used during reading. Other strategies will depend upon the type of reading assignment.)

Analyze text structure
Clarify words/sentences/paragraphs
Actively construct meaning
Ask questions
Predict/Verify predictions
Determine important from unimportant information
Determine important versus interesting information
Summarize
Monitor progress

AFTER READING STRATEGIES (These strategies are demonstrated in Steps 4 and 5 of the *GED as Project* reading template.)

Answer questions (the main emphasis of the GED reading test)
Summarize and integrate key ideas
Confirm predictions
Generate new questions
Extend learning to new situations
Identify gaps in learning

Introduction to Reading Learning Projects

In *GED as Project* Inquiry Activities, the reading passages and questions provide the context for learning. Further, the Inquiry Activities are project-based, which encourages learners to construct meaning rather than trying to learn a series of abstract and isolated rules.

Adults have considerable experience they can use as prior knowledge to help them construct meaning. GED 2002 test questions are practical, which supports the need for adults to learn to use reading strategies that will help them read for work and personal growth. This guide provides material for learners to identify reading strategies on their own.

The Learning Projects begin with an inquiry into the kinds of questions asked on the GED. The Learning Projects 2 through 8 each focus on a particular genre and introduce a reading comprehension strategy best introduced with that kind of text. Reading comprehension strategies can be used in combination with one another and with other kinds of texts. We have attempted to select text passages and reading comprehension strategies that best complement each other.

In Learning Projects 2 through 5, the Inquiry Activities separate the questions into IAs by the kind of question asked, so that the learners can further strengthen their understanding of types of questions and their answers. We have changed the sequence of the practice test questions used in these Inquiry Activities from the chronological organization followed by the GED test where questions 1 through 3 are from the first part of the passage, 4 and 5 from the middle of the passage, and 6 and 7 from the end of the passage, to a categorization of: recognizing supporting detail, inference, application, author's purpose, and drawing conclusions. Some Inquiry Activities will have one question; others may have several. In Learning Projects 5, 6, 7, and 8, all of the passage questions are included in one Inquiry Activity. This is a first step in becoming familiar with the problem of trying to determine the kind of question before attempting to do the work of answering the question.

Introduction to Reading Inquiry Activities

The template for Reading Inquiry Activities (Figure A) uses the general five-step inquiry process introduced with *GED as Project*. Steps one (Identify the Problem), two (Become Familiar with the Problem), and three (Planning, Assigning, and Performing) may be small group activities in the beginning but will eventually be done individually to simulate test-taking conditions. Becoming familiar with test conditions helps learners ease the stress of test day. Steps four (Sharing with Others) and five (Reflecting, Extending, and Evaluating) help learners focus on the construction of meaning beyond the specific item itself. This emphasis is in keeping with the goal of this guide: building upon the motivation of the learner who wants to pass the GED by teaching through the practice test items to develop good reading skills no matter what the context.

The five-step inquiry process here is customized to support the reading process. A more detailed discussion of this template follows.

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FIGURE A

The Reading Template

1. **Identifying the Problem**
2. **Becoming Familiar with the Problem**
    - **Preview the Passage or Question**
    - **Activate/Build Prior Knowledge**
    - **Consider/Build Interest**
    - **Set a Purpose**
3. **Planning, Assigning, and Performing Tasks (Individually, pairs, or in small groups)**
    - **Clarify Words/Sentences/Paragraphs**
    - **Use a Reading Comprehension Strategy**
        - **Analyzing**
        - **Predicting**
        - **Questioning**
        - **Monitoring**
        - **Imaging**
        - **Determining – Important, unimportant, and/or interesting**
    - **Determine Kind of Question**
    - **Answer Questions**
    - **Find Support for Answer**
4. **Sharing with Others (With pairs, small groups, and/or the whole class)**
5. **Reflecting, Extending, and Evaluating**

Introduction to the Reading Inquiry Process Template

The Reading Inquiry Template is a guide for the Inquiry Activities within the Learning Projects. The bulleted subsections are unique to the GED Reading test. These help learners develop appropriate reading strategies for the passages and questions presented. The specific strategies will differ from Learning Project to Learning Project, based on the nature of the material being read.

The prompts in Planning, Assigning, and Performing Tasks assist in developing appropriate reading strategies for comprehending and answering questions. The questions in steps 4 (Sharing with Others) and 5 (Reflecting, Extending, and Evaluating) may also vary according to the nature of the material.

The Learning Projects and the Inquiry Activities in this guide are examples for inquiry-oriented instruction. Use your creativity and sense of your class to develop new questions for the Inquiry Activities, new sequencing of Projects and Activities, and new Learning Projects. The focus of any changes should support and further the learner's goal of passing the GED. Allow learners' individual learning profiles to introduce variety into your design. Indeed, interest may determine which Learning Projects learners pursue and in what order. Be flexible enough to make on-the-spot decisions on the most appropriate way to modify the Inquiry Activities to meet the needs of the group that day.

If you find the GED Reading Passages too advanced for your learners, you can select materials from other sources and use the Inquiry Template to build new Learning Projects and Inquiry Activities for those passages.

Repetition plays an important role in the metacognitive process. Therefore, similar thinking/process questions are asked throughout the Learning Projects. Learners will read the same passage several times as they answer the questions. Emphasis should be placed on understanding the kinds of questions being asked and how passages can be used to answer the questions.

Reading Inquiry Process Template

1. Identifying the Problem

At this first stage of the reading process, learners look over the reading passage to get a general idea of the material presented. They will not read it carefully; rather, they will scan it to get an understanding of what they will be asked to do.

2. Becoming Familiar with the Problem

Becoming familiar introduces four pre-reading strategies that all good readers do every time they read. Readers may do these in different order, but they always do them.

In this step, learners engage more fully with the passage. Discussion in pairs or groups should be encouraged in the beginning, although to simulate test-taking conditions, this should become an individual activity. The following

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prompts are presented in the passage-reading Inquiry Activities to keep the learners focused on the before-reading strategies. One way to practice pre-reading strategies is to "Think Aloud." Thinking aloud is a process of reading a section of text, stopping, and asking questions based on a selected reading strategy.

Scan the passage (or the question) and ask yourself questions like the following as the first step to understanding:

1. Preview the Passage
   - Short? Big words? Small words?
   - What do you notice about how the passage is organized. Does it have headings? Are there lists, subheadings, bold type?
   - How can the organization of the passage help you understand it?
2. Activate/Build Prior Knowledge
   - Do you know anything about this topic from previous experience?
3. Consider/Build Interest
   - Are you interested in the topic of this passage or the answer to the question?
4. Set a Purpose
   - Why are you reading this?
   - What are you looking for when you read this passage?

Pre-reading helps build context and encourages readers to access information that they already know to help make more sense of the material and determine how to approach the text. As learners become better readers, they come to understand that their interest, prior knowledge of the topic, and purpose will require different approaches to reading.

3. Planning, Assigning, and Performing Tasks

Planning

In Inquiry Activities that focus on the passage, emphasis will be given to reading strategies most appropriate for the type of passage being read: predicting, questioning, summarizing, monitoring, or analyzing. Learners will need to plan whether they will work alone, with a partner, or a small group. They also need to decide if they will read aloud, silently, or a combination of both. We have found that when learners read together in groups, all readers, from the good to the less-than-confident, can explore what is happening during this process. Because reading is such an individual process, few adult learners have had the opportunity to discuss their reading process. Many learners find this group activity very helpful. As the learners progress through the Inquiry Activities, they should be encouraged to use what they have learned in groups to read and understand passages on their own.

Think-Aloud activities are provided in Appendix B for your use when modeling strategies for your learners. We strongly recommend this Think-Aloud process to help your learners see how each reading strategy works in the mind of a reader: yours, when you model the process, and theirs, when they try it after you.

Assigning

As facilitator, you can start learners planning and assigning in pairs or small groups until your Just-In-Time assessments indicate the learners have internalized the passage reading strategies and are ready to simulate test-taking conditions by reading alone.

Performing Tasks

When working on during reading strategies, the learner's aim is to use the strategy being discussed. If working on the strategy of summarizing, for instance, the learner would read the passage and then draft a summarizing paragraph or tell a classmate what the passage is about.

During reading strategies introduced through *GED as Project:*

1. Predicting: involves reading a few sentences or a paragraph, stopping and predicting what will happen next. The reader repeats this until the passage is completed. It is important to note that good readers' predictions are more often inaccurate than accurate. What is important is engaging with the text in an active way.
2. Analyzing: involves looking at the structure of the text or the question to determine what kind of passage or question it is. The reader must also determine what he or she is being asked to do with the text. In this strategy, the reader determines whether question answers are in the text, not in the text, the opposite of

what is in the text, or not accurate.

3. Questioning: involves stopping and asking questions of the text while reading.
4. Imaging: involves stopping after reading a few sentences or paragraphs to make a mental picture of what is being described in the text. Imaging is similar to predicting; however, instead of anticipating what might happen, readers are thinking about what things look like.
5. Summarizing: involves having the reader read the entire passage and then re-title the passage. With the passage re-titled, readers reread the passage to determine what is important according to the new title and what could be left out. The third step is to write a summary of the passage.
6. Monitoring: involves reading a portion of the passage, then taking a piece of paper and writing in one column what is remembered well and in another what is unclear. After doing this for the entire passage, it is best to share with another reader or a small group, asking one another questions, such as "Do you remember…?" "Describe…"
7. Determining Importance: involves reading the entire passage, putting it away, and trying to recapture what is important and what is unimportant by listing these details in appropriately headed columns. This strategy is best practiced by sharing with another reader or a small group. A variation of this can help the readers to determine the interesting from the important. This strategy involves the same process of using columns; however, it is important to note that items can be both interesting and not important.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Learners see this statement every time they get to step 4, Sharing with Others. It may not at first be clear to your learners that the person who gets the most out of conveying information is the one who is conveying, not the one listening. The more learners communicate in pairs, small groups, or with the whole class, the more they will use thinking skills to get and convey information. One learns best when one teaches.

Sharing with others is an integral part of the inquiry process. Communicating an understanding reinforces a learner's ability to make meaning. The groups discuss and then report to the class how they did the work, the support they used for doing the work, the strategies used, and any questions they may have. The groups should be encouraged to lead class discussions, which further helps to build communication skills.

5. Reflecting, Extending, and Evaluating

These three activities are at the heart of the learning process. This step expands the test-taking process emphasized earlier in the inquiry template by using what was learned and applying it to new situations or test questions. The problems and reading questions on the GED might be significantly different from the Practice Test passages. Exploring enables learners to handle the actual items on the GED itself.

Reflecting: Think about how well you understood the work you did.

Here are some questions to start you thinking about the experience you just had. Thinking about what you have learned and experienced is part of the learning process.

Reflection questions help the learner consciously examine his or her understanding. Reflecting questions tend to be analytical in Sternberg's *Successful Intelligence* model (Robert Sternberg, *Teaching for Successful Intelligence,* 2000). Here you can ask learners to reflect on numerous issues:

- Thinking skills learned
- Reading strategies used
- Reading passage and reading question strategies mastered
- Test-taking skills developed

Other reflecting questions include:

- What did I need to know to be successful in getting this answer?
- Is there a different way to learn about the concepts presented here?
- How will this Inquiry Activity help me pass the GED?

Extending: Extend what you have learned to new situations

Extending is introduced in both passage reading and question reading Inquiry Activities with the following comment to reinforce this very important learning skill:

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

The learner now gets a chance to build on the knowledge gained by making connections. Understanding relationships, observing patterns, and recognizing differences are all important in constructing meaning, getting at a deeper understanding of the content learned, and transferring that learning to new situations.

All of these extending activities can be done in groups and reported to larger groups. These questions tend to be creative and practical in Sternberg's *Successful Intelligence* model (2000). Here are some examples of possible extending questions:

- What strategy might a ______(fill in the blank as appropriate to the class and the material) use to understand this material?
- How might a dog use the material read?
- How might the material read be used in your home life? In your work life?

It is natural to extend an understanding of reading strategies to test questions in the other content areas.

- How might the reading done here relate to other areas on the GED test?
- How can reading poetry be helpful in reading math word problems?
- Are the strategies developed to read workplace materials helpful in reading science or social studies questions?
- How can focusing on details in fiction passages help in reading math questions, or dealing with social studies problems?
- What reading strategies used in math can be applied to reading literature?

Evaluating: Assess what you have learned and how you learned it

Evaluation is introduced to reinforce this highest thinking level in Bloom's Cognitive Taxonomy:

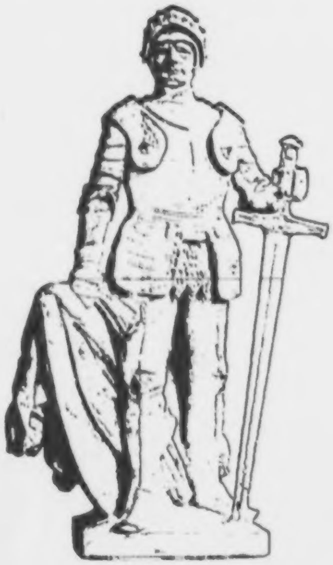
In this last step, you get a chance to review the methods used to learn. These questions have no right or wrong answers; they are your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods presented in this IA.

Evaluation questions tend to be analytical and practical in Sternberg's *Successful Intelligence* model (2000). Some of the questions that might be asked:

- What did you learn from this Inquiry Activity?
- What parts of the activity worked best for you? Explain.
- What parts did not work well for you? Explain.
- What parts of this Inquiry Activity will you use when taking the GED test? Why?
- How did reading this way make you feel?

The Inquiry Activity template is dynamic and can be applied to different situations in multiple ways.

Student versions of all of the Inquiry Activities can be downloaded from the *GED as Project* web site: http://www.jmu.edu/gedproject.



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Learning Project:

GED Language Arts, Reading and You

Inquiry Activity #1:
Explore Your Experiences with Language Arts, Reading

(Note: Italicized portions should be directed to students.)

1. Identifying the Problem

This activity is started after the class has taken the GED Language Arts, Reading Practice Test. This portion of the activity is done individually.

The problem you will be exploring involves the following question. As in other inquiry activities, this first step asks you not to answer the question at once, but to make sure that you understand the questions being asked. If you want to discuss your understanding of the questions with others, please do so.

What are some of the things you know about Language Arts, Reading, and what are some of the things you want to know?

2. Becoming Familiar with the Problem

This second step starts the process of thinking about what you already know about the subject. Take some notes on what you know about the question. To help you, consider the following questions:

The list of questions may seem too extensive to you. These are not intended to be answered individually, but rather to start the learners' thinking process about Language Arts, Reading and their experiences with the subject. As you download the online version for your learners, you may wish to eliminate some or many of the questions, or hold a class discussion in which you prompt with some, any, or all of the following.

Think about the experience you have just had in taking the GED Language Arts, Reading Practice Test. Don't think about whether you got an answer right or wrong but focus on what kind of reading was on the test and how you reacted to it. Make some notes on your recollections.

Think back beyond the GED Language Arts, Reading Practice Test you just took and recall your reactions when you looked at the test in the GED and You experience, which may have been some time ago.

1. *What were your thoughts and reactions while taking the Language Arts, Reading test?*
2. *What reading seemed familiar to you? Had you read passages like these before? Had you answered questions like these before?*
3. *What reading seemed unfamiliar to you, for example, specific words, topics, the poem, the kinds of questions, etc.?*
4. *Think back to your school experience, recall when you first learned to read. When did reading become more challenging? When did you first hear the term language arts? How were those courses different from reading classes? How were they the same? What kinds of materials were you asked to read? What did teachers do to help you? What else do you remember about reading and school?*

Learning Project:

GED Language Arts, Reading and You

Inquiry Activity #1: Explore Your Experiences with Language Arts, Reading

(Note: Italicized portions should be directed to students.)

1. Identifying the Problem

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4. *Think back to your school experience, recall when you first learned to read. When did reading become more challenging? When did you first hear the term language arts? How were those courses different from reading classes? How were they the same? What kinds of materials were you asked to read? What did teachers do to help you? What else do you remember about reading and school?*

3. Planning, Assigning, and Performing Tasks

Planning

This is an individual activity. You can think about how you will organize your thoughts and recollections to answer this question.

Performing

Doing the Work

Think a little more about the experiences you had in reading in school and in this GED class. Write down the thoughts that go through your mind as you remember those experiences. Write down notes to the following questions:

1. *How do you feel when you think about reading?*
2. *How do you feel when you think about language arts?*
3. *What are some things you know about language arts, reading, and what are some things you want to know?*

Make a list of your answers to these questions divided into the following categories: What I know about reading and What I want to know about reading.

Reaching a Conclusion

Now form groups. Each group will do the following:

1. *From the group members' lists, develop a list of language arts, reading topics that the group knows about.*
2. *Develop a list of the language arts, reading topics the group members don't know that much about.*
3. *Besides vocabulary, what other aspects of language arts, reading do you have questions about? List as many as possible.*
4. *Discuss some of the emotional reactions you had when you talked about reading and language arts in school.*

The group should prepare its lists for presentation to the class and decide if it wants to discuss the feelings the group members had about language arts, reading at school.

4. Sharing with Others

Each group will present its lists to the rest of the class and be prepared to lead a class discussion if there are questions or comments from the class.

The instructor will lead a discussion after the groups have made their presentations that references and pulls together some of the following items among all the groups:

- Class members' vocabulary and word recognition strengths in language arts, reading.
- Class members' lists of other aspects of language arts, reading they are good at or would like to know more about.
- Lead a discussion on language arts, reading experiences that create anxiety and concern among class members. If there is a lot of discussion among class members about reading anxiety, then you might want to develop an Inquiry Activity that allows the learners, working alone or with others, to explore some of their experiences.

5. Reflecting, Extending and Evaluating

In this section the questions are divided so the learners can think about what they experienced, extend their learning experiences to new contexts, and evaluate their learning. The kinds of questions used to accomplish this kind of thinking are the analytical, creative, and practical questions discussed by Robert Sternberg in his book, *Successful Intelligence.*

In general, creative and practical questions are mostly useful in the Extending subsection. Analytical questions are most useful in Reflecting and Evaluating. In these subsections, use questions that you may develop from Just-In-Time assessments or comments made during the sharing portion of the Inquiry Activity.

If you feel the learners are sufficiently confident, they may lead this discussion. You as an instructor are a member of the class and should participate in the discussion. This is a wonderful opportunity for Just-In-Time assessments.

Reflecting: Think about what you learned.

These questions tend to be analytical in Sternberg's *Successful Intelligence* model.

1. *What new discoveries have you made about GED Language Arts, Reading?*
2. *What impact do you think your emotional reactions to reading and language arts have when learning the subject?*
3. *What impact do you think your emotional reactions to language arts, reading have when taking a reading test?*
4. *What are the areas of language arts, reading you will need to work on most?*
5. *Make a list or plan for how you will work to prepare for the GED Language Arts, Reading Test.*

Extending: Extend what you learned to new situations.

These questions tend to be creative and practical in Sternberg's *Successful Intelligence* model.

1. *Think about how you feel in a course that you like.*
2. *How do you feel in that course, and how can you transfer that feeling to a course you may not like, like language arts, reading?*
3. *Think about the things you like to read. List them. How can you make language arts, reading more like reading the things you like?*
4. *Many games are based on reading. How can you make the GED Language Arts, Reading Test into a game? Share your ideas with someone else.*

Evaluating: Assess what you learned and how you learned it.

These questions tend to be analytical in Sternberg's *Successful Intelligence* model.

1. *If you have a negative reaction to reading, language arts, reading or reading test taking, what do you think causes that reaction?*
2. *How do you think you could overcome that reaction?*
3. *How do you feel about your motivation to pass the language arts, reading portion of the GED test?*
4. *How will you study for language arts, reading?*
5. *What made thinking about how you feel about reading valuable for you?*
6. *How might you improve this activity?*

Student Name: ______________________ **Date:** ____________________

Class: _____________________________ **Instructor:** _________________

Learning Project: GED Language Arts, Reading and You

Inquiry Activity #1: Explore Your Experiences with Language Arts, Reading

1. Identifying the Problem

The problem you will be exploring involves the following question. As in other inquiry activities, this first step asks you not to answer the question at once, but to make sure that you understand the questions being asked. If you want to discuss your understanding of the questions with others please do so.

What are some of the things you know about Language Arts, Reading, and what are some of the things you want to know?

2. Becoming Familiar with the Problem

This second step starts the process of thinking about what you already know about the subject. Take some notes on what you know about the question. To help you, consider the following questions:

Think about the experience you have just had in taking the GED Language Arts, Reading Practice Test. Don't think about whether you got an answer right or wrong but focus on what kind of reading was on the test and how you reacted to it. Make some notes on your recollections.

Think back beyond the GED Language Arts, Reading Practice Test you just took and recall your reactions when you looked at the test in the GED and You experience, which may have been some time ago.

1. What were your thoughts and reactions while taking the Language Arts, Reading test?

2. What reading seemed familiar to you? Had you read passages like these before? Had you answered questions like these before?

3. What reading seemed unfamiliar to you, for example, specific words, topics, the poem, the kinds of questions, etc.?

4. Think back to your school experience, recall when you first learned to read. When did reading become more challenging? When did you first hear the term language arts? How were those courses different from reading classes? How were they the same? What kinds of materials were you asked to read? What did teachers do to help you? What else do you remember about reading and school?

3. Planning, Assigning and Performing Tasks

Planning

This is an individual activity. You can think about how you will organize your thoughts and recollections to answer this question.

Performing

Doing the Work

Think a little more about the experiences you had in reading in school and in this GED class. Write down the thoughts that go through your mind as you remember those experiences. Write down notes to the following questions:

1. How do you feel when you think about reading?

2. How do you feel when you think about language arts?

3. What are some things you know about language arts, reading, and what are some things you want to know?

Make a list of your answers to these questions divided into the following categories: What I know about reading and What I want to know about reading.

Reaching a Conclusion
Now form groups. Each group will do the following:

1. From the group members' lists, develop a list of language arts, reading topics that the group knows about.

2. Develop a list of the language arts, reading topics the group members don't know that much about.

3. Besides vocabulary, what other aspects of language arts, reading do you have questions about? List as many as possible.

4. Discuss some of the emotional reactions you had when you talked about reading and language arts in school.

The group should prepare its lists for presentation to the class and decide if it wants to discuss the feelings the group members had about language arts, reading at school.

4. Sharing with Others

Each group will present its lists to the rest of the class and be prepared to lead a class discussion if there are questions or comments from the class.

5. Reflecting, Extending and Evaluating

Reflecting: Think about what you learned.

1. What new discoveries have you made about GED Language Arts, Reading?
2. What impact do you think your emotional reactions to reading and language arts have when learning the subject?
3. What impact do you think your emotional reactions to language arts, reading have when taking a reading test?
4. What are the areas of language arts, reading you will need to work on most?
5. Make a list or plan for how you will work to prepare for the GED Language Arts, Reading Test.

Extending: Extend what you learned to new situations.

1. Think about how you feel in a course that you like.
2. How do you feel in that course, and how can you transfer that feeling to a course you may not like, like language arts, reading?
3. Think about the things you like to read. List them. How can you make language arts, reading more like reading the things you like?

4. Many games are based on reading. How can you make the GED Language Arts, Reading Test into a game? Share your ideas with someone else.

Evaluating: Assess what you learned and how you learned it.

1. If you have a negative reaction to reading, language arts, reading or reading test taking, what do you think causes that reaction?

2. How do you think you could overcome that reaction?

3. How do you feel about your motivation to pass the Language Arts, Reading portion of the GED test?

4. How will you study for Language Arts, Reading?

5. What made thinking about how you feel about reading valuable for you?

6. How might you improve this activity?

Learning Project:

GED Language Arts, Reading and You

Inquiry Activity #2: Developing Your Reading Action Plan

(Note: Italicized portions should be directed to students.)

1. Identifying the Problem

Your task in this Inquiry Activity is to look at the section of the Action Plan in Appendix 2 of GED as Project: Volume 1 *and add a new section which you will call My Reading Action Plan. The questions asked in the reading section of the Action Plan are:*

1. With which kinds of reading am I most familiar?

2. What do I want to know about reading?

3. How can I develop reading strategies to help with the reading selections?

4. How can I use my thinking skills to help with the questions?

5. How can I use my test-taking skills in the reading portion of the GED?

6. What parts of the "GED and You" Action Plan can I use in this Reading Action Plan?

Again, don't start doing the work. Instead think about your understanding of the questions. Ask others if you need clarification.

2. Becoming Familiar with the Problem (Individually)

Review the work you did in Inquiry Activity #1 of this Learning Project.

Review the Action Plan you developed.

Review the questions in the reading portion of the Action Plan listed above. Make some preliminary notes about what you already know about the subject.

3. Planning, Assigning, and Performing Tasks

Planning

This is an individual activity. Plan how you are going to approach the task of answering the questions.

Performing

Doing the Work

Start to think in a systematic way to develop an Action Plan for GED Language Arts, Reading.

Reaching a Conclusion

Develop your Language Arts, Reading Action Plan.

4. Sharing with Others

This activity is designed to help build awareness of the reading section of the language arts portion of the GED, the reading genres that are used in the test and how the learners interact with them. Becoming aware of these issues is an important part of the learning process.

Discussing them is important too. Everyone should share his or her Reading Action Plan with the instructor. The Plan should indicate that the learner's understanding has deepened, each in different ways. One person's insight, whether instructor's or classmate's, might help someone else's understanding.

Decide if you would like to share your work with a partner, a group, or the class. You will be asked to share your revised plan with your instructor.

5. Reflecting, Extending, Evaluating

Reflecting: Think about what you have learned.

These questions tend to be analytical in Sternberg's *Successful Intelligence* model.

1. What new discoveries have you made about the GED, thinking skills, and reading?

2. What questions do you now have about the GED, thinking skills, or reading?

Extending: Extend what you have learned to new situations.

These questions tend to be creative or practical in Sternberg's *Successful Intelligence* model.

1. Develop a new set of questions for the Reading Action Plan.

2. Who at work or in your neighborhood might be able to help you study reading?

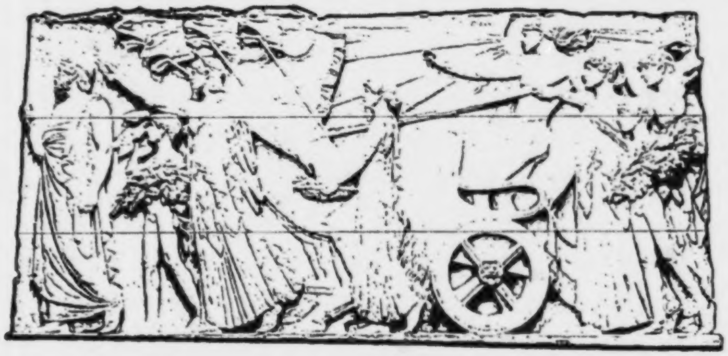
Evaluating: Assess what you learned and how your learned it.

These questions tend to be analytical in Sternberg's *Successful Intelligence* model.

1. How do you feel about your motivation to pass the reading portion of the GED?

2. How are you going to study for reading?

3. Are you reading any more outside class? If so, how might that help you improve your reading skill?



Student Name: ____________________ **Date:** ____________________

Class: ____________________________ **Instructor:** ________________

Learning Project: GED Language Arts, Reading and You

Inquiry Activity #2: Developing Your Reading Action Plan

1. Identifying the Problem

Your task in this Inquiry Activity is to look at the section of the Action Plan in Appendix 2 of *GED as Project: Volume 1* and add a new section which you will call My Reading Action Plan. The questions asked in the reading section of the Action Plan are:

1. With which kinds of reading am I most familiar?
2. What do I want to know about reading?
3. How can I develop reading strategies to help with the reading selections?
4. How can I use my thinking skills to help with the questions?
5. How can I use my test-taking skills in the reading portion of the GED?
6. What parts of the "GED and You" Action Plan can I use in this Reading Action Plan?

Again, don't start doing the work. Instead think about your understanding of the questions. Ask others if you need clarification.

2. Becoming Familiar with the Problem (Individually)

Review the work you did in Inquiry Activity #1 of this Learning Project.

Review the Action Plan you developed.

Review the questions in the reading portion of the Action Plan listed above. Make some preliminary notes about what you already know about the subject.

3. Planning, Assigning and Performing Tasks

Planning

This is an individual activity. Plan how you are going to approach the task of answering the questions.

Performing

Doing the Work

Start to think in a systematic way to develop an Action Plan for GED Language Arts, Reading.

Reaching a Conclusion

Develop your Language Arts, Reading Action Plan.

4. Sharing with Others

Decide if you would like to share your work with a partner, a group, or the class. You will be asked to share your revised plan with your instructor.

5. Reflecting, Extending, Evaluating

Reflecting: Think about what you have learned.

1. What new discoveries have you made about the GED, thinking skills, and reading?

2. What questions do you now have about the GED, thinking skills, or reading?

Extending: Extend what you have learned to new situations.

1. Develop a new set of questions for the Reading Action Plan.

2. Who at work or in your neighborhood might be able to help you study reading?

Evaluating: Assess what you learned and how your learned it.

1. How do you feel about your motivation to pass the reading portion of the GED?

2. How are you going to study for reading?

3. Are you reading any more outside class? If so, how might that help you improve your reading skill?

Learning Project ❶ Identifying the Kinds of Questions on the GED Reading Test

The purpose of this Learning Project is for the learners to become familiar with the kinds of questions they will be presented with on the test.

Inquiry Activity 1-1: Understanding the GED Questions

(Note: Italicized portions should be directed to students.)

Each of the kinds of questions asked on the GED Reading Practice Test PA is introduced in this Learning Project. In this Inquiry Activity, seven kinds of questions are introduced with their names and an example. The learner is asked to match the kind of question (asking for supporting detail, predicting, purpose of text or author, drawing conclusions, making inferences, or application of the material in the passage to another setting or situation) with the questions listed. In this Inquiry Activity only questions are provided, not a passage. The questions are taken from the Practice Test passages and will be seen again in later Learning Projects.

1. Identifying the Problem

1. *Look over the list of question types.*
2. *Look over the definitions of the question types.*
3. *Look over the list of questions*
4. *What do you think you are being asked to do?*

This IA has two steps, to name and define question types and then match actual questions to the definition.

The purpose here is for your learners to become aware of a connection between questions and answers. You can make this explicit as your learners proceed through the Learning Projects. In this IA, without the passage or the answer choices, it may become more apparent to learners that a careful analysis of question types will reveal what kinds of answers will be associated with which type of question. The important thing is to read the passage first and then reread for each of the questions. Recognizing that necessity, learners can proceed to the passage to reread for the clues to the actual answers.

2. Becoming Familiar with the Problem

Below are two lists. List 1 names the kinds of questions found on the GED. List 2 defines these kinds of questions. Match the definition of the question kinds from List 2 with the correct name from List 1.

1. Kinds of questions found on the GED

1. *Supporting detail (c)*
2. *Purpose of the text (b)*
3. *Author's purpose (f)*
4. *Applying information from the text (d)*
5. *Predicting (a)*
6. *Inferring (g)*
7. *Drawing conclusions (e)*

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Answers are indicated in the Teacher's Edition.

Student Name: ______________________ **Date:** ____________________

Class: _____________________________ **Instructor:** ________________

Learning Project #1: Identifying the Kinds of Questions on the GED Reading Test

Inquiry Activity 1-1: Understanding the GED Questions

1. Identifying the Problem

Look over the list of questions.

Look over the list of question types.

Look over the definitions of the question types.

What do you think you are being asked to do?

2. Becoming familiar with the Problem

Below are two lists. List 1 names the kinds of questions found on the GED. List 2 defines these kinds of questions. Match the definition of the question kinds from List 2 with the correct name from List 1.

1. Kinds of questions found on the GED

- Supporting Detail
- Purpose of the Text
- Author's purpose
- Applying information from the text
- Predicting
- Inferring
- Drawing conclusions

2. Descriptions of Kinds of Questions

- This kind of question asks you to tell what might happen next to a character or in a situation. The answer choices will not be found exactly in the passage, but will relate to something that might come next. Questions like this test your ability to analyze a situation and use what you have read to make guesses about the future.

- This kind of question asks you to pick from the choices what the text or passage is supposed to do. People write for a reason. This kind of question asks you to tell why the text was written, and how it might be used. This kind of question tests your comprehension, although the exact answer choice words may not be found in the text.

- This kind of question asks you to take the information from the passage to support your correct answer. The words in the answer choices will be found in the passage. This kind of question tests your comprehension of the text, what is actually written in the passage.

- This kind of question asks you to use the information in the passage in another setting or situation. The answer choices will not be found in the passage, but will relate to how to use or apply information from the text. Questions like this test your ability to understand information and synthesize or apply it to something else.

- This kind of question asks you to look at many parts of the passage to come to a conclusion. To be successful in answering this kind of question, you must find the information from more than one place in the passage. The answer choices will not be found exactly in the text. Questions like this test your ability to evaluate what you have read.

- This kind of question asks you to think like the author of the passage. Questions like this ask you to tell what the author was thinking, why the author wrote the passage, and what the author's point of view might be. Questions like this test your ability to understand information and analyze what you have read.

- This kind of question asks you to determine what could be a possibility based on the information given in the passage. The exact answer choices will not be found in the text. You will need to gather information from the text and combine that with your own experience and prior knowledge. Questions like this test your ability to analyze and synthesize information.

Activate/Build from Prior Knowledge:

What do you already know about different kinds of questions?

Have you seen these definitions before? Where? When?

Build Interest:

Why should you be interested in the kinds of questions asked on the GED?

Which of the kinds of questions might be interesting to you?

Which questions are less interesting to you? Why?

3. Planning, Assigning, and Performing Tasks

Planning: Determine whether you want to work individually, with a partner, or in a small group.

Assigning: Decide with your partner or in your group how you will carry out the task of defining the types of questions listed above.

Doing the Work:

Questions from the GED Practice Test

1. Notice that most of the words of the first lines of each stanza are repeated at the end of the stanza. What effect does this repetition have on the speaker's message?
2. Which among the following is the most likely occasion for someone to sing a song similar to the song of a bird?
3. Maya Angelou, an African American writer, titled her autobiography **I Know Why the Caged Bird Sings.** What does her use of the line from the poem "Sympathy" in her title suggest about the message of her book?
4. On the basis of Antonia's character as revealed in this excerpt, how would she most likely act toward Jim If he returned in the future?
5. On the basis of Jim's character as revealed in this excerpt, what relationship is he likely to have with Antonia in the future?
6. The boy and the girl who run along beside Jim as he leaves are which of the following?
7. What is the main purpose of the College's just cause policy?
8. Which of the following would be an example of the "willful falsification or alteration" of a College record?
9. According to the passage, which of the following choices best describes the type of job Mr. Minchell would prefer?
10. Which choice best explains the author's purpose for this passage?

11. On the basis of the passage, what type of surface did artists use to paint pictures using the trompe l'oeil technique?

12. What is the major purpose of the passage?

13. Why does the reviewer of this passage include the information about placing a "real wooden step" in the exhibit?

14. Which one of the following best describes the goal of artists who use this trompe l'oeil technique?

1. Read over the list of questions provided. Based on what the question is asking for, match the question with the definition (from List 2 above) that best describes it.

2. Support your choices.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Whole Class: Compare your pair's or group's answers with others in the class. Think about each question you defined. What information in the question caused you to make that definition?

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understand what you have done.

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

What are some key words used in a question that give you a clue that you will be predicting? Determining purpose?

What are some key words in a question that give you a clue that you will be drawing conclusions? Applying information?

When you looked at just the questions without a passage to refer to, what did you have to focus on?

How are the question types the same? How are they different?

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test passage to other information or situations.

Where else have you heard the words: draw conclusions, apply information, predicting? What kinds of activities other than reading ask for these kinds of thinking?

As a family member, how do you use questions at home? Which kind of question do you think you ask the most? Why?

As a worker, what kinds of questions do you get asked the most? Why?

If you were in charge, what kind of questions would you ask most often? Why would you ask these questions?

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods to help you pass the GED test.

What did you learn from this Inquiry Activity?

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

What parts of this Inquiry Activity will you use when taking the GED test? Why?

How did reading this way make you feel?

Language Arts, Reading

Learning Project ❷

Reading Drama

This Learning Project deals with drama, an excerpt from Neil Simon's play ***Barefoot in the Park.*** The title or focus question, "Does Corie's Mother Like This Apartment?" can help your learners focus on what is important in the passage. The question also assists in answering the question following the passage. Research has shown us that the learners' performance will increase if they have an idea of what the piece is about and what they should be looking for in the passage.

Drama is presented first because it offers some interesting possibilities for the *GED as Project* learner. Since a play is ultimately intended to be performed rather than read individually, learners can use the opportunity to work in a group and each read the dialogue for a different character (including having one learner read the stage directions). This gets learners comfortable with reading aloud. This technique of reading aloud can also be used on other non-drama passages.

The class can learn to vocally and/or physically act out the characters' roles through their reading of the part and then discuss why they read the role as they did. Reading in this way is actually drawing inferences from the material and prepares learners to answer inference questions in the later Inquiry Activity. Explicitly understanding the cognitive process that takes place when reading a play may help the reader use similar strategies when reading by him- or herself, either at the GED test itself, at home, or at work.

Reading aloud also supports the activity of predicting. As the instructions in the Inquiry Activity suggest, reading and then thinking about what might happen next is what good readers do while they are reading. Their predictions are more often wrong than they are right, but by thinking about what might happen next, the reader is constructing meaning and is thus more likely to comprehend what is being said and what might be inferred.

The graphic organizer is introduced in Inquiry Activity 2-2 and is an effective visual method for readers to use to determine the details that would lead them to conclude the answer to the questions. This is also one of many Inquiry Activities where we ask the learners to make up their own multiple-choice questions about a detail that could be inferred from the passage. Developing test questions is a good technique for learning to answer them.

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Student Name: ______________________ **Date:** ____________________

Class: ____________________________ **Instructor:** ______________

Learning Project #2: Reading Drama

Inquiry Activity 2-1: Passage Reading Strategy–Predicting

1. Identifying the Problem (Reading Passage only for Practice Test Items #s 17, 18, 19, and 20 PA.)

Look over the passage and the title. From the title, what do you think the passage is about and what are you being asked to do? (Don't read word for word.)

What are you being asked to read? What will you have to do to be successful in this Activity?

Have you seen passages like this before? Where? When? Why?

Jot down your thoughts or share them with your partner.

2. Becoming Familiar with the Passage

Scan the passage and ask yourself questions like the following as the first step to understanding the passage.

Preview the Passage: What do you see? How is the passage organized? What kind of type do you see? What kind of punctuation is used? What is in bold, and what is not? What do these things tell you about how you are supposed to read this passage?

Activate/Build from Prior Knowledge: From reading the title, what do you already know about the topic of the passage? Have you ever read a play before?

Consider/Build Interest: Are you interested in the topic of this play? How do you like reading plays?

Set a Purpose: The purpose is to read the passage, **predict** what will happen next, and answer the question, "Does Corie's mother like this apartment?"

3. Planning, Assigning, and Performing Tasks

Planning: Determine whether you want to work individually, with a partner, or in a small group.

Assigning: Plays are meant to be performed. Look at how many parts there are, and how many people would be needed to read aloud the individual roles. Will you read aloud in pairs or in groups? Determine who will start reading, how you will make predictions during the reading, and how you will keep track of whether the predictions were accurate.

Doing the work: As you read the passage, do the following:

Clarify:

Read the passage. Find and mark any words you do not know. See if the passage gives you enough information to **clarify** the meaning of those words. If not, find the meaning by asking someone or looking it up.

Were there any places in the passage where you did not understand what was going on?

Predict:

From the title, **predict** what you think this will be about. Read a portion of the text and decide where to stop. Did the things you **predicted** from the title happen? If not, what happened instead?

Before reading more, make further **predictions** about what will happen next. Pick a place to stop. Did the things you **predicted** happen? If not, what happened instead?

Continue doing this until you have completed reading the selection.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: Compare your **predictions** with others in the group. Think about each **prediction** you made. What information in the text caused you to make that **prediction**? How did it work out?

Discuss as a group how keeping in mind the purpose for reading the passage (**predicting**) helped you to read and understand the passage better.

Whole Class: Report to the class the answer to the title question and all the different **predictions** of the group and the group's suggestions for a plan to predict as you read a passage.

Take notes on any different answers and comments the other groups had.

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood the work you did. (A group or instructor-led activity)

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

How did the steps of becoming familiar and then doing the work help you to better understand the passage when you read it? Explain.

If you were not interested in the passage, what did you do? How does being interested or not interested in the passage affect your reading?

Look back at Step 3. If you were telling someone else how you **predict** as you read, what words would you use to describe what you do?

How did **predicting** help you with your reading?

When your **predictions** did not happen, what did you do?

How often do you think good readers see their **predictions** occur?

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test passage to other information or situations.

Do you read any plays? If yes, what kind?

How are television shows like plays?

Write some questions the GED test might ask about this passage.

Financial analysts, writers, fortune tellers, TV commentators, and weather forecasters all practice professions where people make a living by making **predictions.** Would you like to do that? Why?

Your facilitator will supply some more excerpts from a play. Select another passage and try **predicting** what will happen in that passage. Share your **predictions** with someone else.

Report back how **predicting** with a new passage was similar to or different from the previous passage.

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods presented in this IA.

What did you learn from this Inquiry Activity?

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

What parts of this Inquiry Activity will you use when taking the GED test? Why?

How did reading this way make you feel?

Learning Project ❷ Reading Drama

Inquiry Activity 2-2: Making Inferences

GED test questions are written to elicit different kinds of responses. This question asks the reader to infer (make a judgment about what is, even though it isn't written directly in the story) details that support what has been written. The words in the answers will not be found directly in the passage.

(Note: Italicized portions should be directed to students.)

1. Identifying the Problem (Items # 17, 18, 19 PA)

Read only the test questions one at a time, to find out what you are being asked to do.

Questions refer to the excerpt from a play introduced in Inquiry Activity 1-1.

17. What has Mrs. Banks had to do in order to visit Corie?

Mrs. Banks has

(1) come from just around the corner
(2) had to spend her life savings
(3) driven some distance out of her way
(4) had to change subways frequently
(5) flown in from out of town

18. Which of the following best describes what Mrs. Banks thinks about the bedroom?

(1) It is much too small.
(2) It is cozy and attractive.
(3) It is just the right size.
(4) Paul and Corie will enjoy it.
(5) Furniture will make it seem larger.

19. Which of the following best describes Paul and Corie?

(1) mother and son
(2) young newlyweds
(3) casual friends
(4) brother and sister
(5) mother-in-law and son-in-law

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2. Becoming Familiar with the Problem

Pre-reading strategies: Becoming familiar with the passage. Four pre-reading strategies are introduced and used consistently to help the learner develop the pre-reading skills for use with any reading they might do. The pre-reading strategies are:

- **Preview the Passage**
- **Activate Prior Knowledge**
- **Consider/Build Interest**
- **Set a Purpose**

Resist over-explaining the strategies. Encourage learners to answer the questions for each passage and allow them to come to their own insights about pre-reading.

Remember, in this step, we are focusing on becoming familiar with the questions through pre-reading strategies, not answering them from the passage.

Preview the Questions: *Read the questions and the answer choices. Is there anything in the questions you don't understand?*

Activate/Build from Prior Knowledge: *From reading the questions and scanning the answer choices, what do you already know about this topic of a mother visiting her daughter?*

Consider/Build Interest: *Are you interested in questions about parents and their adult children? When you see questions like these, how do you react?*

Set a Purpose: *Look at the title of Inquiry Activity 2-2. What do you think* ***making an inference*** *means?*

3. Planning, Assigning, and Performing Tasks

The task that you will complete is to read the questions, reread the passage, and then answer the questions.

It is important for the learner to slow down and reread the passage before answering the questions. As comprehension increases, the learner becomes the test-taker and will make decisions about how much rereading is necessary to be successful in answering the questions.

During reading strategies that help with answering questions include **clarifying, analyzing, and questioning**. Each Inquiry Activity will use ***clarify*** and one other strategy. This IA uses ***analyze*** as a comprehension strategy.

Doing the Work: *Read the questions and reread the passage, alone, with a partner, or in a group. Think aloud about the passage, the questions, and the answer choices.*

Clarify:

Read the questions and answer choices and find and mark any words you might not know. See if the questions or answer choices give you enough information to ***clarify*** *the meaning of those words. If not, find the meaning by asking somebody or by looking it up.*

1. *Were there any places in the passage where you did not understand what was going on?*

   Note: At some point, your assessment may reveal that some of your students do not recognize this as a comedy. Some discussion of the various points in the dialogue and the summaries that are sure to get laughs in a performance might help people get the point of this selection.

2. *Look in the passage to determine who each of the characters are in the play. Determine their relationship to one another.*

   The passage shows in a number of ways the mother-daughter relationship. Paul, to whom Corie directs a comment, makes only one brief remark. Mrs. Banks' reaction to cramped sleeping conditions and Corie's about "bride's personality" let the reader know that Corie and Paul are newlyweds. The correct answer to question 19 is (2) young newlyweds.

3. *Look in the passage to find words Mrs. Banks uses that tell you how she feels about Corie's bedroom. Mark all those places.*

4. *How do Mrs. Banks' words agree or disagree with what she is actually thinking about the bedroom?*

   Even though she never admits it, Mrs. Banks clearly thinks the bedroom is much too small, answer choice (1), question 18.

5. *What parts of the passage did you have to look at to determine what Mrs. Banks thought of the bedroom?*

Analyze:

1. *Remind yourself what the questions are asking you to do.*
2. *Look in the passage to find out who Mrs. Banks is.*
3. *Look in the passage and mark where information related to the questions appears.*
4. *Read each answer and decide whether the information in the answer is:*
   - *not in the passage,*
   - *the opposite of the information in the passage, or*
   - *not accurate.*

Another method that can be used to **analyze** information is the following graphic organizer. A model appears in Appendix C.

This can be used throughout the reading Learning Projects and will be particularly helpful to your more visual learners.

Take a piece of paper; list the answer choices on the left side and put a circle around each answer. Look in the passage and find details about the subject of the question. List all those details on the right of the paper, then draw an arrow from the detail to the answer choice in the circle.

Determine which answer choice has the support from the passage by looking at your graphic.

This visual approach to synthesizing details to reach a conclusion may help some of the more uncertain readers to make a choice they may not think is specifically supported by what they have read.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: *Compare the answers to others in the group. Think about the methods you used to find the answers, and the support for your answers in the passage. Pay attention to the reasons that each learner has for why he/she thinks his/her answers and the support are correct. Agree on the correct answers.*

The specific information about Mrs. Banks' routes to and from the apartment may not be clear to those who have never been to New York City. The number of steps, however, makes it clear that this was not as easy as she relates. The correct answer to question 17 is (3) driven some distance out of her way.

Whole Class: *Report your group's answers to the questions and indicate the methods used to find the answers, the support for the answers, and your group's strategy for answering questions that ask you to* ***infer*** *supporting details from the passage.*

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood the work you did.

Here are some questions to start you thinking about the experience you just had. Thinking about what you experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what was learned.

How did you use, or how do you think you can use, the multiple-choice answers to come up with an answer? Explain.

What were your reasons for not choosing each of the answers you thought were wrong?

When an answer is not in the passage, what are the things you might do to arrive at the right answer?

Describe how your life and your prior experience helped or did not help you ***infer*** *the correct answer.*

How important do you think Paul is to this passage of this play?

Only one line of dialogue and one comment directed to him that does not call for an answer show Paul is not the important character in this scene.

When characters are part of the fiction you read, what are the kinds of things you need to know or figure out about those characters in order to answer test questions?

Plays are more dependent upon characters and their interactions than novels or short stories, because there is no opportunity for the author's voice to interpret what the characters have said or done to each other. You may want to encourage the groups to have a discussion about the role of the actor in performance and how different actors may give other interpretations of the same characters.

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

Write a play about where you live and the people you know. Write an ***inference*** *question about your play where the answer is not directly told, but has to be* ***inferred*** *from the play words.*

If you don't live in a big city, how could you go about answering question 17?

What did you learn about ***inference****? Why is it important to reading?*

How are ***inference*** *and* ***predicting*** *similar or different?*

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods presented in this IA.

What did you learn from this Inquiry Activity?

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

What parts of this Inquiry Activity will you use when taking the GED test? Why?

How did reading this way make you feel?

Student Name: ______________________ **Date:** ____________________

Class: __________________________ **Instructor:** _______________

Learning Project #2: Reading Drama

Inquiry Activity 2-2: Making Inferences

1. Identifying the Problem (Items # 17, 18, 19 PA)

Read only the test questions one at a time, to find out what you are being asked to do.

Questions refer to the excerpt from a play introduced in Inquiry Activity 1-1.

17. What has Mrs. Banks had to do in order to visit Corie?

Mrs. Banks has

(1) come from just around the corner
(2) had to spend her life savings
(3) driven some distance out of her way
(4) had to change subways frequently
(5) flown in from out of town

18. Which of the following best describes what Mrs. Banks thinks about the bedroom?

(1) It is much too small.
(2) It is cozy and attractive.
(3) It is just the right size.
(4) Paul and Corie will enjoy it.
(5) Furniture will make it seem larger.

19. Which of the following best describes Paul and Corie?

(1) mother and son
(2) young newlyweds
(3) casual friends
(4) brother and sister
(5) mother-in-law and son-in-law

2. Becoming Familiar with the Problem

Remember, in this step, we are focusing on becoming familiar with the questions through pre-reading strategies, not answering them from the passage.

Preview the Questions: Read the questions and the answer choices. Is there anything in the questions you don't understand?

Activate/Build from Prior Knowledge: From reading the questions and scanning the answer choices, what do you already know about this topic of a mother visiting her daughter?

Consider/Build Interest: Are you interested in the answer to these questions? When you see questions like these, how do you react?

Set a Purpose: Look at the title of Inquiry Activity 2-2. What do you think making an inference means?

3. Planning, Assigning, and Performing Tasks

The task that you will complete is to read the questions, reread the passage, and then answer the questions.

Doing the work: Read the questions and reread the passage, alone, with a partner, or in a group. Think aloud about the passage, the questions, and the answer choices.

Clarify:

Read the questions and answer choices and find and mark any words you might not know. See if the questions or answer choices give you enough information to **clarify** the meaning of those words. If not, find the meaning by asking somebody or looking it up.

Were there any places in the passage where you did not understand what was going on?

Look in the passage to determine who each of the characters are in the play. Determine their relationship to one another.

Look in the passage to find words Mrs. Banks uses that tell you how she feels about Corie's bedroom. Mark all those places.

How do Mrs. Banks' words agree or disagree with what she is actually thinking about the bedroom?

What parts of the passage did you have to look at to determine what Mrs. Banks thought of the bedroom?

Analyze:

Remind yourself what the questions are asking you to do.

Look in the passage to find out who Mrs. Banks is.

Look in the passage and mark where information related to the questions appears.

Read each answer and decide whether the information in the answer is:

- not in the passage,
- the opposite of the information in the passage, or
- not accurate.

Another method that can be used to **analyze** information is the following graphic organizer.

Take a piece of paper; list the answer choices on the left side and put a circle around each answer. Look in the passage and find details about the subject of the question. List all those details on the right of the paper, then draw an arrow from the detail to the answer choice in the circle.

Determine which answer choice has the support from the passage by looking at your graphic.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: Compare the answers to others in the group. Think about the methods you used to find the answers, and the support for your answers in the passage. Pay attention to the reasons that each learner has for why he/she thinks his/her answers and the support are correct. Agree on the correct answers.

Whole Class: Report your group's answers to the questions and indicate the methods used to find the answers, the support for the answers, and your group's strategy for answering questions that ask you to **infer** supporting details from the passage.

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood the work you did.

Here are some questions to start you thinking about the experience you just had. Thinking about what you experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what was learned.

How did you use, or how do you think you can use, the multiple-choice answers to come up with an answer? Explain.

What were your reasons for not choosing each of the answers you thought were wrong?

When an answer is not in the passage, what are the things you might do to arrive at the right answer?

Describe how your life and your prior experience helped or did not help you **infer** the correct answer.

How important do you think Paul is to this passage of this play?

When characters are part of the fiction you read, what are the kinds of things you need to know or figure out about those characters in order to answer test questions?

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

Write a play about where you live and the people you know. Write an **inference** question about your play where the answer is not directly told, but has to be inferred from the play words.

If you don't live in a big city, how could you go about answering question 17?

What did you learn about **inference**? Why is it important to reading?

How are inference and **predicting** similar or different?

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods to help you pass the GED test.

What did you learn from this Inquiry Activity?

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

What parts of this Inquiry Activity will you use when taking the GED test? Why?

How did reading this way make you feel?

Inquiry Activity 2-3: Question Strategy – Determine Author's Purpose

GED test questions are written to elicit different kinds of responses. This question asks the reader to determine the author's purpose, to discover the underlying reason for the passage from the point of the author. The words in the answers will not be found directly in the passage. Support for the answer will be found throughout the entire passage.

(Note: Italicized portions should be directed to students.)

1. Identifying the Problem (Item # 20 PA)

Scan the test question to find out what you are being asked to do.

Are there any words in the question or answer choices you are unclear about? Make a list.

20. In this excerpt, how does the author use the size of the bedroom?

To demonstrate:

(1) the couple's good judgment in housing
(2) Mrs. Bank's view of the couple's situation
(3) Corie's skill with interior decorating
(4) the author's sympathy for the son-in-law
(5) the mother's wealth

2. Becoming Familiar with the Problem

Pre-reading strategies: Becoming familiar with the passage. Four pre-reading strategies are introduced and used consistently to help the learner develop the pre-reading skills for use with any reading they might do. The pre-reading strategies are:

- **Preview the Passage**
- **Activate Prior Knowledge**
- **Consider/Build Interest**
- **Set a Purpose**

Resist over-explaining the strategies. Encourage learners to answer the questions for each passage and allow them to come to their own insights about pre-reading.

Remember, in this step, we are focusing on becoming familiar with the question through pre-reading strategies, not answering it from the passage.

Preview the Question:

What are you looking for?

What do you see?

What words in the question and multiple-choice answers might be important to understand, and how would you go about clarifying them?

Activate/Build from Prior Knowledge:

Have you asked questions like this before?

What do you know about questions like this?

Consider/Build Interest:

Why would the size of the bedroom be important to the story?

Set a Purpose:

What are you being asked to do?

3. Planning, Assigning, and Performing Tasks

Use your reading strategies to reread the passage and answer the questions. Be aware of the reasoning and strategies that you are using.

Doing the Work

The work you will be doing is to read the question, review the answer choices, go back to the passage to ***determine the author's purpose****, and then answer the question.*

Clarify:

Read the question and answer choices, find and mark any words you do not know. See if the question or answer choices give you enough information to ***clarify*** *the meaning of these words. If not, find the meaning by asking somebody or looking it up.*

Were there any places in the passage where you did not understand what was going on?

Analyze:

Remind yourself what the question is asking you to do.

Look in the passage and mark where information related to the questions appear.

Read each answer and decide whether the information in the answer is:

- *not in the passage,*
- *the opposite of the information in the passage, or*
- *not accurate.*

If you prefer, you may use the graphic organizer described in IA 2-2.

Determine the Author's Purpose:

What section or parts of the passage support your answer? Explain.

The answer to a question about **determining the author's purpose** will pervade the passage.

Mrs. Banks is distressed at the size of the apartment, particularly the bedroom that requires crawling over the bed to get to the closet. Her comments and reactions throughout the passage show this, although she never states it directly. The correct answer is (2).

Be ready to defend your answer and the way you found it.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: *In small groups, compare the answer you found, the methods you used to find the answer, and the support for your answer in the passage. Discuss the reasons why each learner thinks his/her answer and the support for the answer is correct.*

Determine a reading strategy to be used to answer questions about the ***author's purpose.***

Whole Class: *Report to the class and discuss the group's answer to the question, the methods used to find the answer, the support for the answer chosen, and your group's strategy for answering questions that ask you to determine an* ***author's purpose.***

Clues about the **author's purpose** will be seen throughout the passage, not in just one place.

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood what you have done.

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

What methods did you use to read the question and answer choices?

What parts of the passage did you have to look at to answer this question?

Is this an easy or more difficult question for you to answer? Explain.

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

Either your instructor will supply the class, or you can bring in, material to be used by the class for developing multiple-choice questions that ask for ***author's purpose.*** *Make up two multiple-choice test questions that ask for supporting detail.*

Pass your questions to other group members or the whole class and, using the strategies discussed in class to read the passage and the question and answer choices, answer the questions. Discuss.

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods presented in this IA.

What did you learn about reading from this activity?

How did the approaches in this activity work for you?

How did you find the purpose of the document?

How does writing test questions help you be a better test taker?

How does reading like this make you feel?

Student Name: ________________________ **Date:** ______________________

Class: _______________________________ **Instructor:** ________________

Learning Project #2: Reading Drama

Inquiry Activity 2-3: Question Strategy – Determine Author's Purpose

1. Identifying the Problem (Item # 20 PA)

Scan the test question to find out what you are being asked to do.

Are there any words in the question or answer choices you are unclear about? Make a list.

20. In this excerpt, how does the author use the size of the bedroom?

(1) the couple's good judgment in housing
(2) Mrs. Bank's view of the couple's situation
(3) Corie's skill with interior decorating
(4) The author's sympathy for the son-in-law
(5) the mother's wealth

2. Becoming Familiar with the Problem

Remember, in this step, we are focusing on becoming familiar with the question through pre-reading strategies, not answering it from the passage.

Preview the Question:

What are you looking for?

What do you see?

What words in the question and multiple-choice answers might be important to understand, and how would you go about **clarifying** them?

Activate/Build from Prior Knowledge:

Have you asked questions like this before?

What do you know about questions like this?

Consider/Build Interest:

Why would the size of the bedroom be important to the story?

Set a Purpose:

What are you being asked to do?

3. Planning, Assigning, and Performing Tasks

Use your reading strategies to reread the passage and answer the questions. Be aware of the reasoning and strategies that you are using.

Doing the work

The work you will be doing is to read the question, review the answer choices, go back to the passage to **determine the author's purpose**, and then answer the question.

Clarify:

Read the question and answer choices, find and mark any words you do not know. See if the question or answer choices give you enough information to **clarify** the meaning of these words. If not, find the meaning by asking somebody or looking it up.

Were there any places in the passage where you did not understand what was going on?

Analyze:

Remind yourself what the question is asking you to do.

Look in the passage and mark where information related to the questions appears.

Read each answer and decide whether the information in the answer is:

- Not in the passage
- the opposite of the information in the passage, or
- not accurate.

If you prefer, you may use the graphic organizer described in IA 2-2.

Determine the author's purpose:

What section or parts of the passage support your answer? Explain.

Be ready to defend your answer and the way you found it.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: In small groups, compare the answer you found, the methods you used to find the answer, and the support for your answer in the passage. Discuss the reasons why each learner thinks his/her answer and the support are correct.

Determine a reading strategy to be used to answer questions about the **author's purpose.**

Whole class: Report to the class and discuss the group's answer to the question, the methods used to find the answer, the support for the answer chosen, and your group's strategy for answering questions that ask you to determine an **author's purpose**.

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood what you have done.

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

What methods did you use to read the question and answer choices?

What parts of the passage did you have to look at answer this question?

Is this an easy or more difficult question for you to answer? Explain.

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

Either your instructor will supply the class, or you can bring in, material to be used by the class for developing multiple-choice questions that ask for **author's purpose.** Make up two multiple-choice test questions that ask for supporting detail.

Pass your questions to other group members or the whole class and, using the strategies discussed in class to read the passage and the question and answer choices, answer the questions. Discuss.

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods presented in this IA.

What did you learn about reading from this activity?

How did the approaches in this activity work for you?

How did you find the purpose of the document?

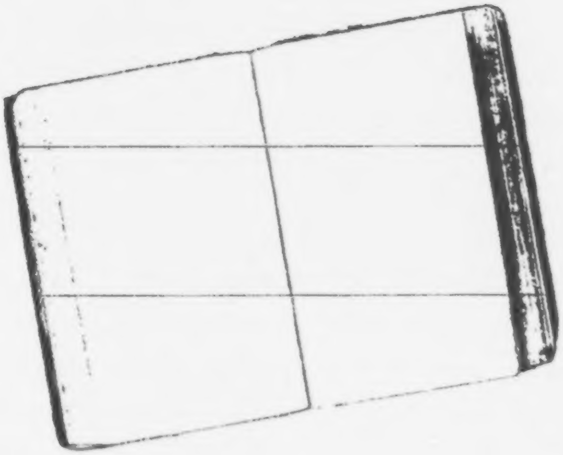
How does writing test questions help you be a better test taker?

How does reading like this make you feel?

Language Arts, Reading

Learning Project ③

Reading Stories



This Learning Project deals with fiction. It is an excerpt from Willa Cather's novel, ***My Antonia***, written in 1918. In the Practice GED Test, the focus question asks "What is the relationship between Jim and Antonia?" The passage and following questions will be exploring the answers to that question. The first Reading Inquiry Activity (3-1) focuses on the during reading strategy of monitoring to answer the question used by the GED as the passage title.

As in all of the passage reading strategies, steps 1 and 2 in the passage reading template encourages the reader to slow the reading process down. Step 1 asks them just to look over the passage, while step 2 asks pre-reading strategy questions.

1. Preview the Passage
2. Activate/Build from Prior Knowledge
3. Consider/Build Interest
4. Set a Purpose

The idea is to get the learners to start thinking about what they will read, and not try to read word for word to answer questions. Once they do read the passage, they can read it aloud and take parts with the dialogue. The technique/activity for the during reading skill of monitoring is introduced in step 3.

The Inquiry Activities are arranged from the easier to the more difficult questions. In the GED test, questions 1-3 are from the beginning of the passage; questions 4 and 5 cover the middle of the passage, and the final questions are from the end of the passage.

Inquiry Activity 3-2 asks the learner to draw a conclusion. The Inquiry Activity also makes a connection to IA 2-3 where the learner was also asked to draw a conclusion, so that the learner can transfer the skill practiced there to this new passage and question.

Making inferences comes back into consideration in Inquiry Activity 3-3. The skill was initially introduced in Inquiry Activity 2-2. The GED Test asks a number of inference questions.

Inquiry Activity 3-4 uses the predicting strategy, previously used with reading a passage, to answer a question. *GED as Project* tries to make explicit the process learners can use to answer the questions, and this Inquiry Activity again helps learners use previously learned skills in new situations. It helps the learners think about how they go about answering a question in addition to getting the right answer.

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Class: ______________________________ **Instructor:** _______________

Learning Project #3: Reading Stories

Inquiry Activity 3-1: Passage Reading Strategy – Monitoring

1. Identifying the Problem (Reading Passage only for Practice Test Items #s 7, 8, 9, 10, 11, and 12)

Look over the passage (Don't read word for word.).

Have you seen passages like this before? Where? When? Why?

What are you being asked to read? What will you have to do to be successful in this activity?

How does it look to you? Think about what you see and what you think you're going to see.

Jot down your thoughts or share them with your partner.

2. Becoming Familiar with the Problem

Remember, in this step, we are focusing on becoming familiar with the question through pre-reading strategies, not answering it from the passage.

Scan the passage and ask yourself questions like the following as the first step to understanding the passage.

Preview the Passage: What do you see? What do you notice about the passage? Describe it. What does this tell you about how the passage might be organized? Does it help you understand it?

Activate/Build from Prior Knowledge: From reading the title and the first paragraph what do you already know about the topic of the passage?

What do you know about this situation from previous experiences or reading?

Consider/Build Interest: Are you interested in the situation of childhood friends seeing one another again? How do you like reading stories?

Set a Purpose: The purpose is to read the passage and **monitor** your understanding by identifying the things you remember and thinking about the things you may not understand.

3. Planning, Assigning, and Performing Tasks

The task that you will complete is to read the passage.

Planning: Determine if you want to work individually, with a partner, or in a small group. If this is the first time you are using the **monitoring** strategy, it is best to work with a partner or a small group. Once you are familiar with the **monitoring** strategy, try to use it on your own.

For **monitoring**, you will need a piece of paper divided into two columns. When working in a group, decide if each person will have his or her own paper or if you will have one paper with just one recorder.

Assigning: If you are reading the passage aloud in pairs or in groups, determine who will start reading.

Doing the work: As you read the passage, do the following:

Clarify:

Read the passage. Find and mark any words you might not know. See if the passage gives you enough information to **clarify** the meaning of those words. If not, find the meaning by asking somebody or looking it up.

Were there any places in the passage where you did not understand what was going on?

Monitor:

After reading the passage, put it away or turn it over, think about the events and characters of the story you remember very well. In the left column of your divided paper write down the things you remember very well, and in the right column those things you don't understand or that are not clear to you.

Now, have another group member look at the passage and ask specific questions like "Do you remember what was happening with the sun as Antonia and Jim walked across the field?" If you do, write it down in the left column. If you don't, write "I don't remember what happened with the sun as they walked across the field" in the right column.

Where do you think this is taking place? Other questions to ask include: Who do you think Jim and Antonia are? How old to you think they are? What might be their relationship to one another? What do you think they are talking about with one another? If you know the answer put it in the left column. If it is not clear, write in the right column "I'm not sure how old Antonia and Jim are."

Keep doing this, writing what you remember very well in the left column and in the right column write the things you don't remember or things that are confusing.

Now, go back and reread the passage to make sure the things you said you remembered are in the passage and to clear up the confusing items you identified in the right column.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: Compare your **monitoring** lists with the others in the group. Discuss as a group whether keeping in mind the purpose for reading the passage (**monitoring**) helped you to read and understand the passage better.

Whole class: Share what your group remembered really well and what you found unclear. Were your items similar or different from other groups?

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understand the work you did.

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

Look back at Doing the Work. If you were telling someone else how you **monitor** as you read, what words would you use to describe what you do?

How did **monitoring** help you to understand the passage better?

Have you ever tried **monitoring** as you read before? Explain.

How did becoming familiar and then doing the work help you to better understand the passage when you read it? Explain.

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test to other information or situations.

Where else have you seen, read about or experienced some of the ideas you found in this passage?

Do you read any stories? If yes, what kind? How do you **monitor** your understanding?

With a friend, read another passage and **monitor** your understanding by each completing a chart where you write in the left column what you remember well and in the right column the things that are confusing or not clear to you. Compare your charts. How does this help you understand the passage?

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the content of what you learned and the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods presented in this IA.

What did you learn from this Inquiry Activity?

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

What parts of this Inquiry Activity will you use when taking the GED test? Why?

How did reading this way make you feel?

Inquiry Activity 3-2: Drawing Conclusions

GED questions are designed to elicit different kinds of responses. This question asks the reader to draw conclusions from the passage read. When reading only a passage from a larger story, drawing conclusions can be difficult, as the question may unwittingly draw on other information from the rest of the story not completely clear in the passage. The answer to the question will not be stated directly in the passage.

(Note: Italicized portions should be directed to students.)

1. Identifying the Problem (Test Item # 12 PA)

Scan the test question to find out what you are being asked to do.

Question refers to the excerpt from a story in Inquiry Activity 3-1.

12. In an earlier part of this story, the reader learns that Jim moved away and has become a lawyer. Based on this information and the passage, what does Jim understand about his relationship with Antonia?

(1) He will have to stay with Antonia forever.
(2) He can never come back because she is married and does not wish to see him again.
(3) He should never have come because they now have nothing in common.
(4) He and Antonia will always treasure their wonderful shared memories of childhood.
(5) His early years are of no importance to him now.

2. Becoming Familiar with the Problem

Pre-reading strategies: Becoming familiar with the passage. Four pre-reading strategies are introduced and used consistently to help the learner develop the pre-reading skills for use with any reading they might do. The pre-reading strategies are:

- **Preview the Passage**
- **Activate Prior Knowledge**
- **Consider/Build Interest**
- **Set a Purpose**

Resist over-explaining the strategies. Encourage learners to answer the questions for each passage and allow them to come to their own insights about pre-reading.

Remember, in this step, we are focusing on becoming familiar with the question through pre-reading strategies, not answering it from the passage.

Preview the Question: *What do you see?*

The question is asking for a conclusion from the reader.

*How would you go about **clarifying** anything you might not understand in the question?*

Activate/Build from Prior Knowledge: *Have you ever visited a childhood friend you haven't seen for a long time? Do you have any ideas about how Jim and Antonia might feel? If so, use these ideas to help you answer the question.*

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Consider/Build Interest: *When you read a story or watch a movie with a situation like this one, do you ask yourself questions about the relationships?*

Set a Purpose: *What does* ***drawing conclusions*** *mean to you? What does the question ask you to do?*

At some point in the discussion of ***drawing conclusions***, students should understand that the answers are not directly stated in the passage.

3. Planning, Assigning, and Performing Tasks

Doing the Work: *As you read the questions and reread the passage, here are some strategies to consider:*

Clarify:

Read the question and answer choices. Find and mark any words you might not know. See if the question or answer choices give you enough information to ***clarify*** *the meaning of those words. If not, find the meaning by asking somebody or looking it up.*

Were there any places in the passage where you did not understand what was going on?

Analyze:

Remind yourself what the question is asking you to do.

Go back to the passage. Find words and phrases that describe how the two characters, Jim and Antonia, feel about each other.

The childhood friendship between Jim and Antonia is marked throughout the passage, from Antonia anticipating telling her little girl about their childhood adventures, to Jim's fond thinking about her hands and face, and fantasizing about the ghosts of their youth.

Look in the passage and mark where there is information related to the question.

Now read each answer and decide if the information in the answer is:

- *not in the passage,*
- *the opposite of the information in the passage, or*
- *not accurate.*

Determine which answer choice answers the question.

In the passage, Jim feels a pull from the strong memories he has of their childhood together and recognizes that he will measure other women against Antonia. However, mention of her little girl, and the stated uncertainty of his repeating the visit, indicate that their story is one of childhood friendship and adult memories. Even though they have little in common now, their childhood memories are still important to them. The correct answer is (4).

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: *Compare the answer you found with others in the group. Discuss the methods you used to find the answer, the support for your answer in the passage, and the reasons why each learner thinks his/her answer and the support are correct.*

Agree on a correct answer and a reading strategy you would use to answer questions that ask you to ***draw a conclusion.***

Whole Class: *Report your group's answer to the question, and indicate the methods used to find the answer, the support for the answer chosen, and your group's strategy for answering questions that ask you to* ***draw conclusions*** *from the passage.*

Notice that this question is numbered 12, the last question on the practice test for this passage. Why do you think it was included early in this Learning Project?

Answering this question involves ***drawing a conclusion*** as well. Knowing something about the history of Jim and Antonia, as revealed in this question, will be helpful in answering all of the questions for this passage.

How does having the information that Jim moved away and became a lawyer help you know who Jim is, understand his relationship with Antonia, and recognize what the passage is about?

Take notes on any different approaches to answering questions that ask you to **draw conclusions**.

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood the work you did.

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

Look back at Doing the Work. If you were telling someone else how you ***draw conclusions*** *as you read, what words would you use to describe what you do?*

When reading the question and its multiple-choice answers, what made you decide on your answer choice?

When reading multiple-choice questions, how do you eliminate choices?

What parts of the passage did you have to look at to determine what Jim understands about his relationship with Antonia?

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

Write a short story from your own experience with a friend from your childhood. Now, write a multiple-choice question about your short story that ***draws a conclusion****.*

Pass your question around to classmates to answer and discuss.

Listen to another classmate tell a story about a childhood friend. Before he or she finishes the story, try to tell the conclusion. Have your friend tell you whether the ***conclusion you have drawn*** *is accurate.*

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods presented in this IA.

What did you learn from this activity?

How did the approaches in this activity work for you? Explain.

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

What parts of this Inquiry Activity will you use when taking the GED test? Why?

How did reading this way make you feel?

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Student Name: ______________________ **Date:** ____________________

Class: _____________________________ **Instructor:** ________________

Learning Project #3: Reading Stories

Inquiry Activity 3-2: Drawing Conclusions

1. Identifying the Problem (Test Item # 12 PA)

Scan the test question to find out what you are being asked to do.

Question refers to the excerpt from a story in Inquiry Activity 3-1.

12. In an earlier part of this story, the reader learns that Jim moved away and has become a lawyer. Based on this information and the passage, what does Jim understand about his relationship with Antonia?

(1) He will have to stay with Antonia forever.
(2) He can never come back because she is married and does not wish to see him again.
(3) He should never have come because they now have nothing in common.
(4) He and Antonia will always treasure their wonderful shared memories of childhood.
(5) His early years are of no importance to him now.

2. Becoming Familiar with the Problem

Remember, in this step, we are focusing on becoming familiar with the question through pre-reading strategies, not answering it from the passage.

Preview the Question: What do you see?

How would you go about **clarifying** anything you might not understand in the question?

Activate/Build from Prior Knowledge: Have you ever visited a childhood friend you haven't seen for a long time? Do you have any ideas about how Jim and Antonia might feel? If so, use these ideas to help you answer the question.

Consider/Build Interest: When you read a story or watch a movie with situation like this one, do you ask yourself questions about the relationships?

Set a Purpose: What does **drawing conclusions** mean to you? What does the question ask you to do?

3. Planning, Assigning, and Performing Tasks

Doing the Work: As you read the questions and reread the passage, here are some strategies to consider:

Clarify:

Read the question and answer choices. Find and mark any words you might not know. See if the question or answer choices give you enough information to **clarify** the meaning of those words. If not, find the meaning by asking somebody or looking it up.

Were there any places in the passage where you did not understand what was going on?

Analyze:

Remind yourself what the question is asking you to do.

Go back to the passage. Find words and phrases that describe how the two characters, Jim and Antonia, feel about each other.

Look in the passage and mark where there is information related to the question.

Now read each answer and decide if the information in the answer is:

- not in the passage,
- the opposite of the information in the passage, or
- not accurate.

Determine which answer choice answers the question.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: Compare the answer you found with others in the group. Discuss The methods you used to find the answer, the support for your answer in the passage, and the reasons why each learner thinks his/her answer and the support are correct.

Agree on a correct answer and a reading strategy you would use to answer questions that ask you to **draw a conclusion.**

Whole Class: Report your group's answer to the question, and indicate the methods used to find the answer, the support for the answer chosen, and your group's strategy for answering questions that ask you to **draw conclusions** from the passage.

Notice that this question is numbered 12, the last question on the practice test for this passage. Why do you think it was included early in this Learning Project?

How does having the information that Jim moved away and became a lawyer help you know who Jim is, understand his relationship with Antonia, and recognize what the passage is about?

Take notes on any different approaches to answering questions that ask you to **draw conclusions**.

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood the work you did.

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

Look back at Doing the Work. If you were telling someone else how you **draw conclusions** as you read, what words would you use to describe what you do?

When reading the question and its multiple choice answers, what made you decide on your answer choice?

When reading multiple choice questions, how do you eliminate choices?

What parts of the passage did you have to look at to determine what Jim understands about his relationship with Antonia?

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

Write a short story from your own experience with a friend from your childhood. Now, write a multiple choice question about your short story that **draws a conclusion.**

Pass your question around to classmates to answer and discuss.

Listen to another classmate tell a story about a childhood friend. Before he or she finishes the story, try to tell the conclusion. Have your friend tell you whether the **conclusion you have drawn** is accurate.

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods presented in this IA.

What did you learn from this activity?

How did the approaches in this activity work for you? Explain.

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

What parts of this Inquiry Activity will you use when taking the GED test? Why?

How did reading this way make you feel?

Learning Project ❸ Reading Stories

Inquiry Activity 3-3: Making Inferences

(Note: Italicized portions should be directed to students.)

1. Identifying the Problem (Test Items #s 7, 10, and 11 PA)

Scan the test questions to find out what you are being asked to do.

Questions refer to the excerpt from a story in Inquiry Activity 3-1.

7. When Antonia says, "I guess everybody thinks about old times, even the happiest people" (at the end of the first paragraph) what is she suggesting about Jim?

   Jim is

   (1) happy in his new life but also happy to remember his childhood with her.
   (2) so unhappy in his new life that he often thinks of her.
   (3) happy enough in his new life that he no longer needs her.
   (4) so unhappy in his new life that he can't bear his happy memories of her.
   (5) happiest when he is daydreaming about his past with her.

10. The boy and girl who run along beside Jim as he leaves are which of the following?

   (1) Antonia's children
   (2) Jim and Antonia's children
   (3) Jim's memories of himself and Antonia as children
   (4) Children who now live on the farm
   (5) Jim's spirit as he walks away

11. When Antonia tells Jim that he is here, like her father, she is implying which of the following?

   (1) Although her father is dead, he still runs her life.
   (2) Because she lives with her father, she does not need Jim's company.
   (3) Since her father abandoned her, she has gotten used to loneliness.
   (4) Because of her children, Antonia needs neither the memory of Jim or her father.
   (5) Because she has memories of her father and Jim, she does not feel alone.

2. Becoming Familiar with the Problem

Pre-reading strategies: Becoming familiar with the passage. Four pre-reading strategies are introduced and used consistently to help the learner develop the pre-reading skills for use with any reading they might do. The pre-reading strategies are:

- Preview the Passage
- Activate Prior Knowledge
- Consider/Build Interest
- Set a Purpose

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Resist over-explaining the strategies. Encourage learners to answer the questions for each passage and allow them to come to their own insights about pre-reading.

Remember, in this step, we are focusing on becoming familiar with the question through pre-reading strategies, not answering it from the passage.

Preview the Question: *What do you see?*

You may determine that some of the students are not clear about the meaning of ***inference***. You may want to elicit some definitions, and clarify that the answers are not directly stated, and that readers will need to gather information from the text and combine that with their own experience and prior knowledge.

Is there anything in the questions you don't understand?

The wording of question 11 paraphrases the text, and it may not be clear to some of your learners that Antonia is carrying memories of Jim and her father.

Activate/Build from Prior Knowledge: *Have you felt like this before? Is happiness something you can relate to? Do you have children? Do you read stories or watch TV about families from the 1800s? Is your father still alive? When you remember people you loved who are gone, how does it make you feel?*

Consider/Build Interest: *Are you interested in the answers to questions about Jim and Antonia? When you see questions about relationships, how do you react?*

Set a Purpose: *Look at the title of Inquiry Activity 3-3. What does the question ask you to do? Where might you need to go in the passage to find an answer?*

3. Planning, Assigning, and Performing Tasks

The task that you will complete is to read the question, reread the passage, and then answer the question. The following strategies can be helpful.

Doing the Work: *As you read the questions and reread the passage, here are some strategies to consider:*

During reading strategies that help with answering questions include ***clarifying***, ***analyzing***, and ***questioning***. Each Inquiry Activity will use ***clarify*** and one other strategy. This IA uses ***analyze*** as a reading comprehension strategy.

Clarify:

*Scan the question and answer choices. Find and mark any words you might not know. See if the question or answer choices give you enough information to **clarify** the meaning of those words. If not, find the meaning by asking somebody or looking it up.*

Analyze:

Remind yourself what the question is asking you to do.

Look in the passage and mark where there is information related to the question.

Now read each answer choice and decide if the information in the answer is:

- *not in the passage,*
- *the opposite of the information in the passage, or*
- *not accurate.*

Determine which answer choices answer the questions. You may use the graphic organizer if you prefer.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: *Compare the answers you found with others in the group. Discuss the methods you used to find the answer, the support for your answers in the passage, and the reasons why each learner thinks his/her answers and the support are correct.*

Agree on the correct answers and which reading strategy: ***monitoring, predicting,*** *or* ***questioning***, *you would use to answer questions that ask you to* ***infer***.

With these questions, the possibility for some interesting discussion is strong. The nostalgic tone of the passage will persuade some of your learners of the characters' unhappiness, although they both seem content enough in their present roles. Question 7, about Jim's happiness, is correctly answered by the first choice. While he may feel a little pull for the farm, and may hold Antonia as a model for other women in his life, there is no sense that he has made a bad choice in moving away. Antonia, in question 11, will not be lonesome because of the memories she cites in the first paragraph (choice 5). Jim's memories, as he walks back over the familiar road, are personified in the imaginary children at play (choice 3).

One of the themes pervading Willa Cather's work is the differing roles for their lives that the second generation of pioneers follow. The parents were farmers and settlers; their children often become the lawyers, bankers and other professional folk in the no longer frontier community

Whole Class: *Report your group's answers to the questions, and indicate the methods used to find the answers, the support for the answers chosen, and your group's strategy for answering questions that ask you to* ***infer*** *supporting details from the passage.*

Take notes on any different approaches to answering questions that ask you to make an ***inference*** *from the passage.*

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood what you have done.

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

How were the three questions alike? What did they ask you to ***infer****?*

How did reading the passage for one question influence your thinking about other questions?

The correct answers to the questions about a given passage will be consistent. If your learners notice this, they will have another test-taking strategy that can help them.

Were you thinking about all of the questions together or one at a time? Explain.

How does supporting your answer from the passage help you in getting the answer?

How were the questions the same? How were they different?

How were the strategies to answer the questions the same? How were they different?

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

Describe ***inference*** *in your own words.*

Where else in your life has someone made an ***inference****?*

*In your opinion, when is **inference** useful?*

When is it harmful?

If the discussion about the choices varied widely, this might be a place to discuss the importance of being sure about the facts when readers make ***inferences***.

*What other Inquiry Activities involved questions that asked you to make an **inference**?*

You may find it useful to discuss that writers will sometimes try to mislead their readers by hinting at things that did not or will not take place.

Has this slowing down of the question answering process helped you in any way in reading at home or on the job?

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods presented in this IA.

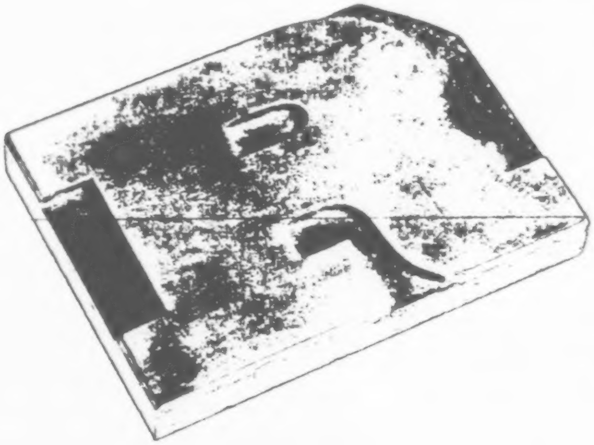
What did you learn from this activity?

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

What parts of this Inquiry Activity will you use when taking the GED test? Why?

How did reading this way make you feel?



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Student Name: ______________________ **Date:** ______________

Class: ______________________________ **Instructor:** ___________

Learning Project #3: Reading Stories

Inquiry Activity 3-3: Making Inferences

1. Identifying the Problem (Test Items #s 7, 10, and 11 PA)

Scan the test question to find out what you are being asked to do.

Questions refer to the excerpt from a story in Inquiry Activity 3-1.

7. When Antonia says, "I guess everybody thinks about old times, even the happiest people" (at the end of the first paragraph) what is she suggesting about Jim?

Jim is

(1) happy in his new life but also happy to remember his childhood with her.
(2) so unhappy in his new life that he often thinks of her.
(3) happy enough in his new life that he no longer needs her.
(4) so unhappy in his new life that he can't bear his happy memories of her.
(5) happiest when he is daydreaming about his past with her.

10. The boy and girl who run along beside Jim as he leaves are which of the following?

(1) Antonia's children
(2) Jim and Antonia's children
(3) Jim's memories of himself and Antonia as children
(4) Children who now live on the farm
(5) Jim's spirit as he walks away

11. When Antonia tells Jim that he is here, like her father, she is implying which of the following?

(1) Although her father is dead, he still runs her life.

(2) Because she lives with her father, she does not need Jim's company.
(3) Since her father abandoned her, she has gotten used to loneliness.
(4) Because of her children, Antonia needs neither the memory of Jim or her father.
(5) Because she has memories of her father and Jim, she does not feel alone.

2. Becoming Familiar with the Problem

Remember, in this step, we are focusing on becoming familiar with the question through pre-reading strategies, not answering it from the passage.

Preview the Question: What do you see?

Is there anything in the questions you don't understand?

Activate/Build from Prior Knowledge: Have you felt like this before? Is happiness something you can relate to? Do you have children? Do you read stories or watch TV about families from the 1800s? Is your father still alive? When you remember people you loved who are gone, how does it make you feel?

Consider/Build Interest: Are you interested in the answers to questions about Jim and Antonia? When you see questions about relationships, how do you react?

Set a Purpose: Look at the title of Inquiry Activity 3-3. What does the question ask you to do? Where might you need to go in the passage to find an answer?

3. Planning, Assigning, and Performing Tasks

The task that you will complete is to read the question, reread the passage, and then answer the question. The following strategies can be helpful.

Doing the work: As you read the questions and reread the passage, here are some strategies to consider:

Clarify:

Scan the question and answer choices. Find and mark any words you might not know. See if the question or answer choices give you enough information to **clarify** the meaning of those words. If not, find the meaning by asking somebody or looking it up.

Analyze:

Remind yourself what the question is asking you to do.

Look in the passage and mark where there is information related to the question.

Now read each answer choice and decide if the information in the answer is:

- not in the passage,
- the opposite of the information in the passage, or
- not accurate.

Determine which answer choices answer the questions. You may use the graphic organizer if you prefer.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: Compare the answers you found with others in the group. Discuss the methods you used to find the answer, the support for your answers in the passage, and the reasons why each learner thinks his/her answers and the support are correct.

Agree on the correct answers and which reading strategy: **monitoring**, **predicting,** or **questioning**, you would use to answer questions that ask you to infer.

Whole Class: Report your group's answers to the questions, and indicate the methods used to find the answers, the support for the answers chosen, and your group's strategy for answering questions that ask you to **infer** supporting details from the passage.

Take notes on any different approaches to answering questions that ask you to **make an inference** from the passage.

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood what you have done.

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

How were the three questions alike? What did they ask you to **infer**?

How did reading the passage for one question influence your thinking about other questions?

Were you thinking about all of the questions together or one at a time? Explain.

How does supporting your answer from the passage help you in getting the answer?

How were the questions the same? How were they different?

How were the strategies to answer the questions the same? How were they different?

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

Describe **inference** in your own words.

Where else in your life has someone made an **inference**?

In your opinion, when is **inference** useful?

When is it harmful?

What other Inquiry Activities involved questions that asked you to make an **inference**?

Has this slowing down of the question answering process helped you in any way in reading at home or on the job?

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods presented in this IA.

What did you learn from this activity?

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

What parts of this Inquiry Activity will you use when taking the GED test? Why?

How did reading this way make you feel?

Student Name: ____________________ **Date:** ____________________

Class: ____________________ **Instructor:** ____________________

Learning Project #3: Reading Stories

Inquiry Activity 3-4: Predicting

1. Identifying the Problem (Test Items #s 8 and 9 PA)

Scan the test questions to find out what you are being asked to do.

Questions refer to the excerpt from a story in Inquiry Activity 2-1.

8. On the basis of Antonia's character as revealed in this excerpt, how would she most likely act toward Jim if he returned in the future?

She would probably

(1) accuse him of ignoring her
(2) demand that he leave again immediately
(3) welcome him with friendship
(4) cling to him passionately
(5) insist that he stay with her forever

9. On the basis of Jim's character as revealed in this excerpt, what relationship is he likely to have with Antonia in the future?

He will

(1) write to her often
(2) stay with her
(3) forget his friendship with her
(4) think of her often
(5) resent her

2. Becoming Familiar with the Problem

Remember, in this step, we are focusing on becoming familiar with the question through pre-reading strategies, not answering them from the passage.

Preview the Questions: Examine the questions. Is there anything in the questions you don't understand?

Activate/Build from Prior Experience: Have you had childhood friendships that changed? Have you had reunions and then gone on with your life? If so, use your own experiences to help you with your interest in answering these questions.

Consider/Build Interest: Are you interested in the answers to these questions? When you see questions like these, how do you react?

Set a Purpose: Look at the title of Inquiry Activity 3-4. What does **predict** mean?

3. Planning, Assigning, and Performing Tasks

Doing the work: As you read the questions and reread the passage, here are some strategies to consider:

Clarify:

Read the question and answer choices. Find and mark any words you might not know. See if the question or answer choices give you enough information to **clarify** the meaning of those words. If not, find the meaning by asking someone or looking it up.

Were there any places in the passage where you did not understand what was going on?

Analyze:

Remind yourself what the questions are asking you to do.

Go back to the passage., Find words and phrases that describe how the two characters, Jim and Antonia, feel about each other.

Look in the passage and mark where there is information related to each question.

Now, read each answer choice and decide if the information in the answer is:

- Not in the passage,
- the opposite of the information in the passage, or
- not accurate.

Determine which answer choice answers the questions.
If you prefer, you may use the graphic organizer to answer these questions.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: Compare your answers with others in the group. Discuss the methods you used to find the answer, the support for your answers in the passage, and the reasons why each learner thinks his/her answer and the support are correct.

Agree on answers and a reading strategy you would use for answering questions that ask you to **predict**—in this case, how Antonia and Jim's relationship would be in the future.

Whole Class: Report your group's answers to the questions, and indicate the methods used to find the answer, the support for the answer chosen, and your group's strategy for answering questions that ask you **to predict**.

Take notes on any different approaches to answering questions that ask you to make **predictions** from the passage.

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood what you have done.

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

Has becoming familiar and then doing the work helped you to better understand the passage when you read it? Explain.

Look back at Doing the Work. If you were telling someone else how you **predict** as you read, what words would you use to describe what you do?

Did trying to **predict** help you to understand the passage better?

Have you ever thought about **predicting** as you read before? Explain.

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

Where else have you seen or read about or experienced some of the ideas you found in this passage?

Do you read any stories? If yes, what kind?

Your facilitator will supply some more excerpts from a story. Use the inquiry process while reading the story for the purpose of **predicting** while you read it. Report back to the next class not only your techniques for **predicting,** but also your understanding of the materials through using the inquiry process while reading.

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods presented in this IA.

What did you learn from this Inquiry Activity?

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

What parts of this Inquiry Activity will you use when taking the GED test? Why?

How did answering the questions in this way make you feel?

Language Arts, Reading

Learning Project ④

Reading Business Documents

This Learning Project deals with business documents, as provided by an excerpt from a College Employee handbook. It is titled, "How Must Employees Behave?" The first Reading Inquiry Activity (4-1) focuses on the during reading strategy of summarizing to answer the question appearing as the passage title.

As in all of the passage reading strategies, steps 1 and 2 in all the passage reading templates encourage the reader to slow the reading process down. Step 1 asks them just to look over the passage, while step 2 revisits the pre-reading strategies of:

1. Preview the Passage,
2. Activate/Build from Prior Knowledge,
3. Consider/Build Interest,
4. Set a Purpose.

The summarizing exercise in step 3 of 4-1 illustrates that distinguishing important from unimportant is a relative issue. That is, nothing is always important in a passage and nothing is always unimportant in and of itself. As stated in the activity, "Now re-read the passage line by line and decide what information is important according to the title, and what information is not important and could be left out." The understanding of this concept will help the learner develop question reading strategies, because the details that are important or not important depend on the question being asked.

Inquiry Activity 4-2 asks the learner to determine the purpose of the text. This question is similar to but slightly different from determining author's purpose. Ask the learners to discuss the similarities or differences between the two strategies and what difference it makes having different kinds of documents.

Inquiry Activity 4-4 is the first application question. Application is an important part of business documents. For many of your learners, business documents will be their primary reading material. Most of them will have examples, whether from their own employee handbooks, or benefits publications, or the day-to-day incident, accident, or shift reports.

It is interesting to note that business documents contain no inference questions. One of the characteristics of business documents is to leave nothing important unsaid.

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Class: ____________________ **Instructor:** ____________________

Learning Project #4: Reading Business Documents

Inquiry Activity 4-1: Passage Reading Strategy—Summarizing

1. Identifying the Problem (Reading Passage only for Practice Test Items #s 13, 14, 15, and 16 PA)

Look over the passage. (Don't read word for word.)

What are you being asked to read? What will you have to do to be successful on this project?

Have you seen passages like this before? Where? When?

How does it look to you? Think about what you see and what you think you're going to see.

Jot down your thoughts or share them with your partner.

HOW MUST EMPLOYEES BEHAVE?

Strathmore College Employee Handbook

Employee Performance: Discipline and Dismissal

The College recognizes the importance of establishing and maintaining good working relationships with its personnel. However, problems of job performance and misconduct may arise and will be addressed with disciplinary actions. These actions include a process of verbal warnings, written warnings, and dismissal, when a situation warrants.

(5) Just Cause

The College will not normally discipline or dismiss an employee without just cause. Just cause includes but is not limited to

a. failure to perform one's duties satisfactorily;

b. insubordination, which is defined as willful failure to follow a legitimate order;

c. consumption of intoxicants or use, possession, or sale of legally prohibited or controlled substances on College property, or attendance at work under the influence of intoxicants or legally prohibited controlled substances;

d. absence from work without authorization or appropriate excuse, or habitual tardiness;

e. excessive absenteeism, which is defined as repeated absences from work that are not included in an approved formal leave of absence;

f. willful falsification or alteration of a College record (including employment applications or resumes);

g. conviction of a felony or other crime, the nature of which is such that continued employment may be disruptive to College operations;

h. presenting a possible or potential danger to the safety of other employees, the public, or College property;

i. unlawful sexual harassment as defined by Federal and/or State law; and

j. any other action detrimental to the College while on College property or while engaged in College work.

2. Becoming Familiar with the Problem

Scan the passage and ask yourself questions like the following as the first step to understanding the passage.

Preview the Passage: What do you see? How is the passage organized: does it have headings; are there lists, subheadings, bold type? What do you notice about the organization of the passage? Does the organization help you understand it?

Activate/Build from Prior Knowledge: Do you know anything about this topic from previous experience?

Consider/Build Interest: Are you interested in learning the reasons that an employer might have for discipline or dismissal?

Set a Purpose: The purpose of reading this passage is to be able to summarize it.

3. Planning, Assigning, and Performing Tasks

Planning: Determine if you want to work individually, with a partner, or in a small group. Thinking aloud with a partner may help you do the **summarizing** strategy. (After you have used the strategy on several passages, try it alone in preparation for the test.)

Assigning: For **summarizing**, you, you and your partner, or your group, will read and reread the passage several times. Decide if you will first read the passage alone or in a group, aloud or silently.

As you read and reread the passage, you will choose information that is important and get rid of information that is not.

Doing the work: As you read the passage, do the following:

Clarify:

Read the passage. Find and mark any words you might not know. See if the passage gives you enough information to **clarify** the meaning of those words. If not, find the meaning by asking somebody or looking it up.

Were there any places in the passage where you did not understand what was going on?

Develop Title:

Read through the entire passage. After reading it, write your own title for the passage that best explains what the passage is about.

Share your title with your group. Decide which title best tells what the passage is about. Choose a title that is not too specific, but not too general to the passage.

Summarize:

Now re-read the passage line by line and decide what information is important according to the title, and what information is not important and could be left out.

Now write a **summary** of what this passage is about.

Pay attention to how the text structure might help you understand what the passage is about.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: Compare your **summary** with the others in the group. Explain why and how you **summarized** the passage as you did. Agree as a group what a good **summary** is and why. Then, agree on a good summary for this passage. Tell others why it is a good **summary,** and develop a plan for reading the passages for the purpose of **summarizing**.

Whole Class: Report to the class the various ways the group members **summarized** the passage, the **summary** the group thought was best and why, and the suggestions the group has for reading a passage, when you have to **summarize** it.

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how you understood what you have done.

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

You were asked to put into words what the passage is mainly about, **summarizing**; then you were asked to write down what you would tell someone else about the passage. Is telling someone else what the passage is about the same or different from **summarizing** it? Explain.

Have you ever thought about reading in this way before? Explain.

How has **summarizing** helped you to understand the passage?

How did you answer the question in Becoming Familiar with the Problem, "Are you interested in learning the reasons that an employer might have for discipline or dismissal?"

How does your interest in a topic affect your reading?

What are some things you would do when reading a passage or a topic you are not interested in?

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

If you work for a company with a disciplinary policy, how will this Inquiry Activity help you to read and understand your company's policy?

If you work for a company with a disciplinary policy, read that policy before the next class and report how it is different from or similar to the one presented in this passage.

Where else might you use the information in the passage?

Pick a passage from a GED practice book. Read the passage and re-title it. Get a hanger, and place your own title on the hanger. Hang the important details from the hanger. Share with your classmates.

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods used in this IA.

What did you learn from this Inquiry Activity?

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

What parts of this Inquiry Activity will you use when taking the GED test? Why?

How did reading this way make you feel?

Learning Project ❹ Reading Business Documents

Inquiry Activity 4-2: Determining Purpose of the Text

GED test questions are written to elicit different kinds of responses. This question asks the reader to determine the purpose of the text.

(Note: Italicized portions should be directed to students.)

1. Identifying the Problem (Item #14 PA)

Scan the test question to find out what you are being asked to do.

Questions refer to the excerpt from a passage introduced in Inquiry Activity 3-1.

14 What is the main purpose of the College's Just Cause policy?

(1) to build employee morale at the College
(2) to prevent harassment cases from going to court
(3) to protect the College from hiring incompetent employees
(4) to help employees conceal misconduct from the College
(5) to make clear to employees the rules for discipline and dismissal

2. Becoming Familiar with the Problem

Four pre-reading strategies are introduced and used consistently to help learners develop the pre-reading skills for use with any reading they might do. These pre-reading strategies are:

- **Preview the Passage**
- **Activate/Build from Prior Knowledge**
- **Consider/Build Interest**
- **Set a Purpose**

Remember, in this step, we are focusing on becoming familiar with the question through pre-reading strategies, not answering it from the passage.

Preview the Question: *What does the passage look like? Is there anything in the question you do not understand?*

What does the question ask you to do?

The question asks learners to identify the reason the college publishes its reasons for discipline and dismissal.

Activate/Build from Prior Knowledge: *What do you know about this topic? Have you seen workplace policies before?*

Most businesses and organizations that hire also publish an Employee Handbook that outlines expected behaviors, benefits, holidays, and company information. Anyone who has worked will have seen some form or another of this kind of document.

People who work probably have been given an Employee Handbook and have gone through an Employee Orientation program.

Consider/Build Interest: *Are you interested in why a business would give this information to their employees? When you see questions like the one in this IA, how do you react?*

Set a Purpose: *Look at the title of IA 4-2. What do you think* ***determine the purpose*** *of the text means?*

3. Planning, Assigning, and Performing Tasks

During reading strategies that help answer questions include ***clarifying, analyzing, questioning, summarizing, determining important from unimportant***. Each IA will use ***clarify*** and another strategy. This IA uses ***determining important from unimportant*** as a comprehension strategy.

Planning: *Determine if you want to work individually, with a partner, or in a small group.*

Doing the Work: *As you read the question and reread the passage, do the following:*

Clarify:

*Scan the passage. Find and mark any words you might not know. See if the passage gives you enough information to **clarify** the meaning of those words. If not, find the meaning by asking somebody or looking it up.*

One advantage for learners reading employee documents is that difficult words are generally defined within the context. Examples include: insubordination, excessive, or felony. Others that might need to be defined include: harassment, detrimental, willful, and authorization. Probably everyone knows the definition of controlled substance.

Were there any places in the passage where you did not understand what was going on?

Determine Important from Unimportant:

In this passage everything is important because the reasons that the college can dismiss or discipline an employee are outlined. It is particularly important that just cause includes, but is not limited to, this list.

Look carefully at the question and the question answers.

*How does the question to be answered help you to **determine the important from the unimportant** in the passage? What section or parts of the passage support your answer?*

Analyze

How can you use the answer choices to understand the question?

Some answers, (3) and (4) in particular, are contradictions of "Employee Performance."

Read each answer choice and decide if the information in the answer is:

- *not in the passage,*
- *the opposite of the information in the passage, or*
- *not accurate.*

Determine which answer choice answers the question.

Looking carefully at the wording of the questions is helpful. Answer (1) building morale does not necessarily come from a discussion of discipline or dismissal. The issue of harassment is addressed (Answer 2) but it is only one reason for just cause. That would not make it a main purpose. Choice (3) is about hiring. Employees have been hired already, so information in the Handbook is not about hiring practices. Identifying reasons for dismissal is clearly in opposition to (4) helping employees conceal misconduct. The final choice, (5) making clear the rules of discipline and dismissal, is given in the title.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: *Compare the answer you found with the others in the group. Explain the support for your answer in the passage.*

*Talk about how **summarizing** helped you find the answer and the reasons why each learner thinks his/her answer and the support are correct.*

*Agree on the correct answer and a reading strategy you would use for answering questions that ask you to **determine the purpose of a text.***

***Whole Class:** Report to the class the group's answer to the question and how **summarizing** helped to find the answer. Discuss the support for the answer chosen, and your group's strategy for answering questions that ask you to **determine the purpose** of a business document.*

*Take notes on any different approaches to answering questions that ask for the main **purpose.***

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood what you have done. Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

If you have had prior experience with employment documents, explain how that prior knowledge helped you with answering this question about the purpose of the document.

In Becoming Familiar with the Problem you decided whether or how much you were interested in this topic. How did your level of interest affect your reading?

*If you have had no prior experience with employment documents, explain how **summarizing** the passage helped you to understand it in order to answer the test question about **the purpose of the document**.*

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

You are now the test question designer for a passage like this. Write a main idea (like the one you selected in 2-1) multiple-choice question. Concentrate on making the wrong choices close to, but not exactly, the best answer. Pass around your questions for others to answer and then discuss.

*Tell a story to a classmate or a friend that includes a lot of details. Have your friend **summarize** the story you told. Does that **summary** include the main ideas from your point of view? What was included or left out?*

Sometimes a main idea is called the gist. Have you heard this word before? What do you think it means? When might you use it?

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods presented in this IA.

What did you learn about reading from this activity?

How did the approaches in this activity work for you?

How did you find the purpose of the document?

How does writing test questions help you be a better test taker?

How does reading like this make you feel?

Student Name: ______________________ **Date:** ____________________

Class: ____________________________ **Instructor:** _______________

Learning Project #4: Reading Business Documents

Inquiry Activity 4-2: Determining Purpose of the Text

1. Identifying the Problem (Item #14 PA)

Scan the test question to find out what you are being asked to do.

Questions refer to the excerpt from a passage introduced in Inquiry Activity 3-1.

14. What is the main purpose of the College's Just Cause policy?

(1) to build employee morale at the College
(2) to prevent harassment cases from going to court
(3) to protect the College from hiring incompetent employees
(4) to help employees conceal misconduct from the College
(5) to make clear to employees the rules for discipline and dismissal

2. Becoming Familiar with the Problem

Scan the passage and ask yourself questions like the following as the first step to understanding the passage.

Remember, in this step, we are focusing on becoming familiar with the question through pre-reading strategies, not answering it from the passage.

Preview the Question: What does the passage look like? Is there anything in the question you do not understand?

What does the question ask you to do?

Activate/Build from Prior Knowledge: What do you know about this topic? Have you seen workplace policies before?

Consider/Build Interest: Are you interested in why a business would give this information to their employees? When you see questions like the one in this IA, how do you react?

Set a Purpose: Look at the title of IA 4-2. What do you think **determine the purpose of the text** means?

3. Planning, Assigning, and Performing Tasks

Planning: Determine if you want to work individually, with a partner, or in a small group.

Doing the work: As you read the question and reread the passage, do the following:

Clarify:

Scan the passage. Find and mark any words you might not know. See if the passage gives you enough information to **clarify** the meaning of those words. If not, find the meaning by asking somebody or looking it up.

Were there any places in the passage where you did not understand what was going on?

Determine important from unimportant:

Look carefully at the question and the question answers.

How does the question to be answered help you to **determine the important from the unimportant** in the passage? What section or parts of the passage support your answer?

Analyze

How can you use the answer choices to understand the question?

Read each answer choice and decide if the information in the answer is

- Not in the passage
- The opposite of the information in the passage, or
- Not accurate

Determine which answer choice answers the question.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: Compare the answer you found with the others in the group. Explain the support for your answer in the passage. Talk about how **summarizing** helped you find the answer and the reasons why each learner thinks his/her answer and the support are correct.

Agree on the correct answer and a reading strategy you would use for answering questions that ask you to **determine the purpose of a text**.

Whole Class: Report to the class the group's answer to the question and how **summarizing** helped to find the answer. Discuss the support for the answer chosen, and your group's strategy for answering questions that ask you to **determine the purpose** of a business document.

Take notes on any different approaches to answering questions that ask for the main **purpose**.

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood what you have done. Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

If you have had prior experience with employment documents, explain how that prior knowledge helped you with answering this question about **the purpose** of the document.

In Becoming Familiar with the Problem you decided whether or how much you were interested in this topic. How did your level of interest affect your reading?

If you have had no prior experience with employment documents, explain how **summarizing** the passage helped you to understand it in order to answer the test question about **the purpose of the document.**

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

You are now the test question designer for a passage like this. Write a main idea (like the one you selected in 1-1) multiple-choice question. Concentrate on making the wrong choices close to, but not exactly, the best answer. Pass around your questions for others to answer and then discuss.

Tell a story to a classmate or a friend that includes a lot of details. Have your friend **summarize** the story you told. Does their **summary** include the main ideas from your point of view? What did they include or leave out?

Sometimes a main idea is called the gist. Have you heard this word before? What do you think it means? When might you use it?

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods presented in this IA.

What did you learn about reading from this activity?

How did the approaches in this activity work for you?

How did you find the purpose of the document?

How does writing test questions help you be a better test taker?

How does reading like this make you feel?

Inquiry Activity 4-3: Recognizing Supporting Detail

Business documents require attention to detail and are often the most factual documents any of us read. Readers are guided in this IA to determine the important from the unimportant. On the GED, the question that titles the passage helps to direct the reader to what is important. Supporting details will be found directly in the passage. Finding supporting details helps the reader confirm both comprehension and understanding.

(Note: Italicized portions should be directed to students.)

1. Identifying the Problem (Items #16 and 13 PA)

Scan the test questions to find out what you are being asked to do.

Questions refer to the excerpt from a passage introduced in Inquiry Activity 3-1.

16. If the College wanted to discipline an employee for a minor problem, what would be the first step?

(1) warning in writing
(2) excessive absenteeism
(3) verbal warning
(4) dismissal
(5) loss of pay

13. According to the document, which one of the following is a "just cause" (lines 6-24)?

(1) excused absences from work
(2) following legitimate orders
(3) making a mistake on a job application
(4) getting a parking ticket
(5) sexual harassment

2. Becoming Familiar with the Problem

Four pre-reading strategies are introduced and used consistently to help learners develop the pre-reading skills for use with any reading they might do. These pre-reading strategies are:

- **Preview the Passage**
- **Activate/Build from Prior Knowledge**
- **Consider/Build Interest**
- **Set a Purpose**

Remember, in this step, we are focusing on becoming familiar with the question through pre-reading strategies, not answering it from the passage.

Preview the Question: *What do you see? Is there anything in these questions you do not understand?*

Activate/Build from Prior Knowledge: *Have you ever had to discipline someone at work? Have you seen someone being disciplined?*

Consider/Build Interest: *Do you have an Employee Manual from your workplace? Does it list reasons for discipline or dismissal?*

Set a Purpose: *Look at the title of IAA-3. What do you think* ***recognizing supporting detail*** *means?*

3. Planning, Assigning, and Performing Tasks

The strategy introduced here will further assist in identifying what is important from what may seem important but is just a distracter. Reading the questions carefully is also important. Learning to make these distinctions takes time and readers should allow themselves the opportunity to talk with and listen to others in the IA. Sharing with others will be particularly important to help think through why some information does not matter.

Planning: *Determine if you want to work individually, with a partner, or in a small group.*

Doing the Work: *As you read the question and reread the passage, do the following:*

Clarify:

Scan the passage, find and mark any words you might not know. See if the passage gives you enough information to ***clarify*** *the meaning of those words. If not, find the meaning by asking somebody or looking it up.*

The words in this passage are polysyllabic. The list from the learners is likely to be lengthy.

Were there any places in the passage where you did not understand what was going on?

Each of these causes for discipline is clear, but written in a difficult reading style. Many employees look at lists such as these but do not read them.

Analyze:

Read each question and the answer choices. Based on what each question is asking you to do, find the exact words in the passage that provide the answer. Continue doing this until you have completed reading the passage.

Read each answer choice and decide if the information in the answer is:

- *not in the passage,*
- *the opposite of the information in the passage, or*
- *not accurate.*

You may prefer to use the graphic organizer for this step.

Determine Important from Unimportant:

How does the question to be answered help you to ***determine the important from the unimportant*** *in the passage?*

What section or parts of the passage support your answer?

Determine which answer choice answers the question.

In question 13, only (5) sexual harassment is considered just cause. Absenteeism is a just cause only if unexcused. Following a legitimate order is what people do at work and is the opposite of insubordination. A mistake is not considered willful and is rather excusable. A parking ticket is not a felony.

In question 16, four of the choices can be found in the passage. The sentence immediately before the list establishes the process in its progressive order. Verbal warning (3) is given in this passage, as the first step. Written warning and dismissal are further steps. Excessive absenteeism (2) is a just cause for the process to begin, not a part of the process. The final choice, (5) loss of pay, is not mentioned in the passage.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: *Compare the answers you found with the others in the group. Discuss the methods you used to find the answers, the support for your answers in the passage, and the reasons why each learner thinks his/her answers and the support are correct.*

Agree on the correct answers and a reading strategy you would use for answering questions that ask you to ***recognize supporting detail*** *in business documents.*

Whole Class: *Report to the class the group's answers to the questions, the methods used to find the answers, the support for the answers chosen, and your group's strategy for answering questions that ask you to recognize* ***supporting detail*** *in business documents.*

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood what you have done. Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

What would you say is a good approach for answering a question that asks for ***supporting details****?*

This document used many big words and technical terms. How did this affect your understanding? What strategies did you use to be successful?

How might the ***summary*** *you did of the passage (in Inquiry Activity 4-1, Summarizing Business Documents) help you to answer these questions?*

How did the pre-reading approaches in the activity ***preview, prior knowledge, interest, purpose*** *work for you?*

How do understanding test questions and answer choices help you take tests?

State and then evaluate the approaches you used to answer reading test questions that ask you to find ***supporting detail****.*

How important is it to know the difference between ***important and unimportant detail*** *when answering test questions? Explain.*

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

Give an example of one kind of reading you do at home or on the job where you might be looking for ***supporting detail****.*

What is the material?

What is the detail you were looking for?

What approaches (strategies) might you use to read that material to find those ***supporting details****?*

How could you use the reading strategies discussed here ***Clarify, Analyze****, and* ***Determine Important from Unimportant*** *to help you read that material more effectively?*

Either your instructor will supply the class, or you can bring in, material to be used by the class for developing multiple-choice questions that ask for ***supporting detail****. Make up two multiple-choice test questions that ask for* ***supporting detail****.*

Pass your questions to other group members or the whole class and, using the strategies discussed in class to read the passage and the question and answer choices, answer the questions. Discuss.

***Evaluating:* Assess what you learned and how you learned it.**

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods presented in this IA.

What did you learn from this activity?

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

What parts of this Inquiry Activity will you use when taking the GED test? Why?

How did reading this way make you feel?

Student Name: ______________________ **Date:** ____________________

Class: ______________________________ **Instructor:** ________________

Learning Project #4: Reading Business Documents

Inquiry Activity 4-3: Recognizing Supporting Detail

1. Identifying the Problem (Items #16 and 13 PA)

Scan the test questions to find out what you are being asked to do.

Questions refer to the excerpt from a passage introduced in Inquiry Activity 3-1.

16. If the College wanted to discipline an employee for a minor problem, what would be the first step?

(1) warning in writing
(2) excessive absenteeism
(3) verbal warning
(4) dismissal
(5) loss of pay

13. According to the document, which one of the following is a "just cause" (lines 6-24)?

(1) excused absences from work
(2) following legitimate orders
(3) making a mistake on a job application
(4) getting a parking ticket
(5) sexual harassment

2. Becoming Familiar with the Problem

Scan the passage and ask yourself questions like the following as the first step to understanding the passage.

Remember, in this step, we are focusing on becoming familiar with the question through pre-reading strategies, not answering it from the passage.

Preview the Question: What do you see? Is there anything in these questions you do not understand?

Activate/Build from Prior Knowledge: Have you ever had to discipline someone at work? Have you seen someone being disciplined?

Consider/Build Interest: Do you have an Employee Manual from your workplace? Does it list reasons for discipline or dismissal?

Set a Purpose: Look at the title of IA 4-3. What do you think **recognizing supporting detail** means?

3. Planning, Assigning, and Performing Tasks

Planning: Determine if you want to work individually, with a partner, or in a small group.

Doing the work: As you read the question and reread the passage, do the following:

Clarify:

Scan the passage, find and mark any words you might not know. See if the passage gives you enough information to **clarify** the meaning of those words. If not, find the meaning by asking somebody or looking it up.

Were there any places in the passage where you did not understand what was going on?

Analyze:

Read each question and the answer choices. Based on what each question is asking you to do, find the exact words in the passage that provide the answer. Continue doing this until you have completed reading the passage.

Read each answer choice and decide if the information in the answer is

- Not in the passage,
- The opposite of the information in the passage, or
- Not accurate

You may prefer to use the graphic organizer for this step.

Determine Important from Unimportant:

How does the question to be answered help you to **determine the important from the unimportant** in the passage?

What section or parts of the passage support your answer?

Determine which answer choice answers the question.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: Compare the answer you found with the others in the group. Discuss the methods you used to find the answer, the support for your answer in the passage, and the reasons why each learner thinks his/her answer and the support are correct.

Agree on the correct answers and a reading strategy you would use for answering questions that ask you to **recognize supporting detail** in business documents.

Whole Class: Report to the class the group's answers to the questions, the methods used to find the answers, the support for the answers chosen, and your group's strategy for answering questions that ask you to **recognize supporting detail** in business documents.

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood what you have done. Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

What would you say is a good approach for answering a question that asks for **supporting details**?

This document used many big words and technical terms. How did this affect your understanding? What strategies did you use to be successful?

How might the **summary** you did of the passage (in Inquiry Activity 4-1, Summarizing Business Documents) help you to answer these questions?

How did the pre-reading approaches in the activity—**preview, prior knowledge, interest, purpose** —work for you?

How do understanding test questions and answer choices help you take tests?

State and then evaluate the approaches you used to answer reading test questions that ask you to find **supporting detail.**

How important is it to know the difference between **important and unimportant detail** when answering test questions? Explain.

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

Give an example of one kind of reading you do at home or on the job where you might be looking for supporting detail.

What is the material?

What is the detail you were looking for?

What approaches (strategies) might you use to read that material to find those supporting details?

How could you use the reading strategies discussed here—**Clarify, Analyze,** and **Determine Important from Unimportant**—to help you read that material more effectively?

Either your facilitator will supply the class, or you can bring in, material to be used by the class for developing multiple-choice questions that ask for **supporting detail.** Make up two multiple-choice test questions that ask for **supporting detail.**

Pass your questions to other group members or the whole class and, using the strategies discussed in class to read the passage and the question and answer choices, answer the questions. Discuss.

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or presented in this IA.

What did you learn from this activity?

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

What parts of this Inquiry Activity will you use when taking the GED test? Why?

How did reading this way make you feel?

Inquiry Activity 4-4: Applying the Material

GED test questions are written to elicit different kinds of responses. This question asks the reader to apply what is written in the passage to a situation that may or may not be spoken of directly in the passage.

(Note: Italicized portions should be directed to students.)

1. Identifying the Problem (Item # 15 PA)

Scan the test question to find out what you are being asked to do.

Question refers to the excerpt from the business document introduced in Inquiry Activity 3-1.

15. Which of the following would be an example of "willful falsification or alteration of a College record" (line 16)?

(1) copying a page out of the College catalog
(2) correcting an error in a student's record
(3) forgetting to change your address on your record after you have moved
(4) giving an incorrect date of graduation in your employment history
(5) leaving the file room door unlocked overnight

2. Becoming Familiar with the Problem

Four pre-reading strategies are introduced and used consistently to help learners develop the pre-reading skills for use with any reading they might do. These pre-reading strategies are:

- **Preview the Passage**
- **Activate/Build from Prior Knowledge**
- **Consider/Build Interest**
- **Set a Purpose**

Remember, in this step, we are focusing on becoming familiar with the question through pre-reading strategies, not answering it from the passage.

Preview the Question: *What do you see? Is there anything in the question you do not understand?*

Activate/Build from Prior Knowledge: *Do you know anyone who works with papers and documents? Are there things that can and cannot be done with these documents? Think about your prior knowledge as you answer the question about the passage.*

Consider/Build Interest: *Why would you be interested in taking the information from this passage and using it for another purpose?*

Set a Purpose: *What does the question ask you to do?*

In this question, learners are asked to apply the information given in the text to determine a definition for the term "willful falsification or alteration."

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3. Planning, Assigning, and Performing Tasks

Doing the Work: *As you read the question and reread the passage, here are some strategies to consider:*

Clarify:

Read the passage. Find and mark any words you do not know. See if the passage gives you enough information to ***clarify*** *the meaning of those words. If not, find the meaning by asking somebody or looking it up.*

Were there any places in the passage where you did not understand what was going on?

Analyze:

Look back at the passage to line 16. Read all the words and the examples given and think what someone would to do make college records false. Reread the answer choices and decide which is an example of falsifying a record. Continue doing this until you have completed reading the passage.

Read each answer choice and decide if the information in the answer is:

- *not in the passage,*
- *the opposite of the information in the passage, or*
- *not accurate.*

You may use the graphic organizer if you prefer.

Some of the answer choices in this example could, without very careful reading, be selected as the proper answer. Copying a page, choice (1) is not falsification or alteration. It is duplication of what is there. Correcting an error (2), by use of the word correct, is not falsification. Forgetting to make a change (3) is a mistake but is not willful, merely careless. Leaving the file room door unlocked (5) is careless and could be deemed "failure to perform one's duties satisfactorily," but it does not, of itself, falsify records (although someone else may take the opportunity). That leaves (4) giving incorrect information on an application form as the correct choice. Employment applications are legal documents and writing incorrect or false information is actionable by most places of employment.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: *Compare the answer you found with the others in the group. Discuss the methods you used to find the answer, the support for your answer in the passage, and the reasons why each learner thinks his/her answer and the support are correct.*

Agree on the correct answer and describe what you would do to ***apply*** *the words or concepts from the passage.*

Whole Class: *Report to the class the group's answer to the question, the methods used to find the answer, the reasons for not choosing some of the answer choices, and your group's strategy for answering questions that ask you to* ***apply*** *words or concepts from the passage.*

Take notes on any different approaches to answering ***application*** *questions.*

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understand what you have done. Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

Indicate how you went about finding the answer for this test question.

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Tell how you used what you already know to help you answer this question. Now tell how you used the multiple-choice answers to determine which was correct.

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

Your facilitator will supply another business document. Become familiar and then do the work to develop a multiple-choice test question that asks you to ***apply*** *a point within the document to a situation.*

Then write a multiple-choice question that asks the test taker to ***apply*** *a detail or point within the document to a concrete situation. Concentrate on making the wrong situation choices close to, but not exactly, the best answer. (In other words, don't make the wrong answers so absurd that only one answer stands out.)*

Pass your question to other group members or the whole class and, using the strategies discussed in class to read the passage and the question and answer choices, answer the question.

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods presented in this IA.

What did you learn from this activity?

How did the approaches in the activity work for you?

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

What parts of this Inquiry Activity will you use when taking the GED test? Why?

How did reading this way make you feel?

Student Name: ______________________ **Date:** ____________________

Class: ____________________________ **Instructor:** ______________

Learning Project #4: Reading Business Documents

Inquiry Activity 4-4: Applying the Material

1. Identifying the Problem (Item # 15 PA)

Scan the test question to find out what you are being asked to do.

Question refers to the excerpt from the business document introduced in Inquiry Activity 3-1.

15. Which of the following would be an example of "willful falsification or alteration of a College record" (line 16)?

(1) copying a page out of the College catalog
(2) correcting an error in a student's record
(3) forgetting to change your address on your record after you have moved
(4) giving an incorrect date of graduation in your employment history
(5) leaving the file room door unlocked overnight

2. Becoming Familiar with the Problem

Scan the passage and ask yourself questions like the following as the first step to understanding the passage.

Remember, in this step, we are focusing on becoming familiar with the question through pre-reading strategies, not answering it from the passage.

Preview the Question: What do you see? Is there anything in the question you do not understand?

Activate/Build from Prior Knowledge: Do you know anyone who works with papers and documents? Are there things that can and cannot be done with these documents? Think about your prior knowledge as you answer the question about the passage.

Consider/Build Interest: Why would you be interested in taking the information from this passage and using it for another purpose?

Set a Purpose: What does the question ask you to do?

3. Planning, Assigning, and Performing Tasks

Doing the work: As you read the question and reread the passage, here are some strategies to consider:

Clarify:

Read the passage. Find and mark any words you do not know. See if the passage gives you enough information to **clarify** the meaning of those words. If not, find the meaning by asking somebody or looking it up.

Were there any places in the passage where you did not understand what was going on?

Analyze:

Look back at the passage to line 16. Read all the words and the examples given and think what someone would to do make college records false. Reread the answer choices and decide which is an example of falsifying a record. Continue doing this until you have completed reading the passage.

Read each answer choice and decide if the information in the answer is

- Not in the passage
- the opposite of the information in the passage, or
- not accurate

You may use the graphic organizer if you prefer.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: Compare the answer you found with the others in the group. Discuss the methods you used to find the answer, the support for your answer in the passage, and the reasons why each learner thinks his/her answer and the support are correct.

Agree on the correct answer and describe what you would do to **apply** the words or concepts from the passage.

Whole class: Report to the class the group's answer to the question, the methods used to find the answer, the reasons for not choosing some of the answer choices, and your group's strategy for answering questions that ask you to **apply** words or concepts from the passage.

Take notes on any different approaches to answering **application** questions.

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understand what you have done. Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

Indicate how you went about finding the answer for this test question.

Tell how you used what you already know to help you answer this question. Now tell how you used the multiple-choice answers to determine which was correct.

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

Your facilitator will supply another business document. Become familiar and then do the work to develop a multiple-choice test question that asks you to **apply** a point within the document to a situation.

Then write a multiple-choice question that asks the test taker to **apply** a detail or point within the document to a concrete situation. Concentrate on making the wrong situation choices close to, but not exactly, the best answer. (In other words, don't make the wrong answers so absurd that only one answer stands out.)

Pass your question to other group members or the whole class and, using the strategies discussed in class to read the passage and the question and answer choices, answer the question.

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how

you benefited or didn't benefit from the content and/or the methods presented in this IA.

What did you learn from this activity?

How did the approaches in the activity work for you?

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

What parts of this Inquiry Activity will you use when taking the GED test? Why?

How did reading this way make you feel?

Language Arts, Reading

Learning Project ❺

Reading Stories

This Learning Project deals with fiction, an excerpt from "The Vanishing American" by Charles Beaumont, written in 1957. This passage was chosen and questions created by John Reier, specialist at the GED Testing Service. This passage is an example of fiction between 1920 and 1960. The Practice Tests have only four reading passages, while the actual test will have seven passages.

The focus question is, "Why can't other people see Mr. Minchell?" The first Reading Inquiry Activity (5-1) focuses on the during-reading strategy of determining importance to answer the question used as the passage title.

The Inquiry Activity template pattern that has been established for reading is continued here. Steps 1 and 2 in Inquiry Activity 5-1 encourage the reader to slow the reading process down by just looking over the passage and think about some pre-reading strategies:

1. Preview the Passage
2. Activate/Build from Prior Knowledge
3. Consider/Build Interest
4. Set a Purpose

The during reading strategy practiced in Inquiry Activity 5-1 is determining importance. This is similar to the discussion of the during reading strategy of summarizing, introduced in LP #3. Determining importance, like summarizing important details, is a relative exercise. That is, nothing is always important in a passage and nothing is always unimportant in and of itself. Whether something is important or not depends on the purpose. Notice how this purpose reinforces the title of the excerpt – "Why Can't Other People See Mr. Minchell?"

Inquiry Activity 5-2 introduces all the questions related to the passage. In step 2, Becoming Familiar with the Problem, the learner, alone or in a group, is asked to identify what kind of question each of the question items is. Following this determination, the learners will answer the questions for step 3, Doing the Work.

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Student Name: ______________________ **Date:** ______________

Class: __________________________ **Instructor:** __________

Learning Project #5 Reading Stories

Inquiry Activity 5-1: Passage Reading Strategy - Determining Importance

1. Identifying the Problem (Reading Passage only for Practice Items #s 21, 22, 23, 24, 25 26, 27)

Look over the passage and the title. From the title, what do you think the passage is about and what are you being asked to do?

What are you being asked to read? What will you have to do to be successful on this Activity?

Have you seen passages like this before? Where? When?

How does it look to you? Think about what you see, and what you think you will see.

Jot down your thoughts, or share them with your partner.

2. Becoming Familiar with the Problem

Scan the passage and ask yourself questions like the following as the first step to understanding the passage.

Preview the Passage: What do you see? What do you notice about the passage? Describe it. What does this tell you about how the passage might be organized? Does it help you understand it?

Activate/Build from Prior Knowledge: From reading the title and the first paragraph what do you already know about the topic of the passage?

Do you know anything about this topic from previous experiences or reading?

Consider/Build Interest: Are you interested in the topic this passage is about? How do you like reading stories?

Set a Purpose: The purpose is to read the passage and **determine important details** of the character, Mr. Minchell.

3. Planning, Assigning, and Performing Tasks

The task that you will complete is to read the passage.

Planning: Determine if you want to work individually, with a partner, or in a small group. If this is the first time you are using the **determining importance** strategy, it is best to work with a partner or a small group. Once you are familiar with the **determining importance** strategy, try to use it on your own.

For **determining importance**, you will need a piece of paper divided into two columns. When working in a group, decide if each person will have his/her own paper or if you will have one paper with just one recorder.

Assigning: If you are reading the passage aloud in pairs or in groups, determine who will start reading.

Doing the work: As you read the passage, do the following:

Clarify:

Scan the passage. Find and mark any words you do not know. See if the passage gives you enough information to clarify the meaning of those words. If not, find the meaning by asking somebody or looking it up.

Were there any places in the passage where you did not understand what was going on?

Determining Importance:

After reading the passage, put it away or turn it over and think about the details that describe the character in the story, Mr. Minchell. In the left column of your divided paper write down the details of Mr. Minchell's character that you think are important and in the right column those things you think are not important.

Now, exchange your paper with a partner and discuss the common details about character that you both listed as important, those details you both thought were unimportant, and any differences between your lists. Be prepared to support your decision whether a character **detail is important or unimportant.**

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: Compare your important detail list with the others in the group. Discuss as a group whether keeping in mind the purpose, **determining important details** of character, helped you read and understand the passage better.

Whole class: Share what you considered to be the **important and unimportant details** about character. Were your items similar or different from other groups?

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood what you have done.
Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

Look back at Doing the Work. If you were telling someone else how you **determined important character details** as you read, what words would you use to describe what you do?

How did determining important details about Mr. Minchell's character help you understand the passage better?

Have you ever thought about **determining important details** as you read before? Explain.

How did becoming familiar and then doing the work help you understand the passage better when you read it? Explain.

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

How is **determining important details** like watching a television show closely?

Where else have you seen or read about or experienced some of the ideas you found in this passage?

Do you read any stories? If yes, what kind? When might you **determine important details** about character in your reading?

With a friend, read another passage and determine the details that you think are important. Each of you complete a chart, writing in the left column what you consider **important details**, and in the right column the details you consider not important. Compare your charts. How does this help you understand the passage?

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods presented in this IA.

What did you learn from this Inquiry Activity?

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

What parts of this Inquiry Activity will you use when taking the GED test? Why?

How did reading this way make you feel?

Inquiry Activity 5-2: Questions

Each of the questions for this passage is presented below. The IA encourages the learner to determine what kind of question is being asked before trying to answer it. We strongly encourage learners to begin with LPs #1, 2, and 3. If this is the learners' first LP, please have them do LP #1 to learn about the kinds of questions asked on the GED Reading test.

(Note: Italicized portions should be directed to students.)

1. Identifying the Problem (Supplemental Test Items #21-27)

Scan the passage and the test questions. (Don't read the passage to try to answer the questions yet; just scan to find out what the passage and the questions are about.)

Questions refer to the excerpt from a passage introduced in Inquiry Activity 5-1.

21. Which choice best explains what the author means by "vanished" in this passage?

(1) Mr. Minchell discovered a drug to make himself invisible to others.
(2) Mr. Minchell didn't know any other employees in his office.
(3) Mr. Minchell had just moved to the city and had no friends.
(4) Mr. Minchell led a life that lacked imagination and dreams.*
(5) Mr. Minchell spent too much time away from his family.

22. According to the passage, which of the following choices best describes the type of job Mr. Minchell would prefer?

He would like to be

(1) an accountant
(2) a computer technician
(3) a clothing salesperson
(4) a restaurant manager
(5) an educator*

23. Why does the author describe Mr. Minchell's dreams as "stagnant" in paragraph 13?

To reveal that Mr. Minchell

(1) allowed bad habits to distract him*
(2) was happier with his home and family
(3) found his job a more satisfying goal
(4) realized that his dreams were foolish
(5) spent too much time daydreaming

24. Based on the information in the last paragraph, how did Mr. Minchell vanish?

By

(1) paying too much attention to his son
(2) ignoring his boss's directions
(3) letting his life be ruled by routine*
(4) spending too much time reading
(5) avoiding his fellow employees at work

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25. Whose job would be similar to Mr. Minchell's job?

(1) a personal trainer
(2) a television news reporter
(3) a case worker who helps people
(4) a camp counselor
(5) an income tax auditor*

26. Which choice best explains the author's purpose for this passage?

The author tries

(1) to criticize people who attempt to achieve their dreams
(2) to discuss the relationships between parents and children
(3) to recognize Mr. Minchell's success at his job
(4) to analyze relationships between employers and employees
(5) to explain how people lose self-respect and recognition*

27. At the end of the story, Mr. Minchell jumps on the back of a huge stone lion that stood on the steps of the library. As he imagines riding the lion through the jungle, people on the sidewalk begin laughing or making encouraging statements to Minchell.

On the basis of this information, how did Mr. Minchell respond to the people's reaction?

He felt

(1) angry that people were laughing at him
(2) relieved that people finally noticed him*
(3) disappointed that he was no longer invisible
(4) excited that he could actually ride the lion
(5) concerned that his boss would see him

The correct answers are marked with an asterisk on the teacher version.

2. Becoming Familiar with the Problem

Remember, in this step, we are focusing on becoming familiar with the questions through pre-reading strategies, not answering them from the passage.

Preview the Questions: *Examine the questions and the answer choices. Is there anything in the questions you don't understand?*

Activate/Build from Prior Knowledge: *From reading the questions and answers, what do you already know about the question used as the passage title?*

Consider/Build Interest: *Are you interested in the answers to the questions? Which question interests you the most? The least? When you see questions like these, how do you react?*

Set a Purpose: *For each question, determine if you are being asked to* ***infer, look for supporting detail, predict, determine the author's purpose,*** *or* ***apply information****.*

3. Planning, Assigning, and Performing Tasks

Planning: *Determine if you want to work individually, with a partner, or in a small group. As you continue to work on Language Arts, Reading Learning Projects, answering the questions on your own and then sharing with the group is a good way to prepare for the test.*

Doing the Work: *As you read the questions and reread the passage, do the following:*

Clarify:

Are there any places in the passage where you did not understand what was going on? ***Clarify*** *your understanding before answering the questions by talking with a partner or your instructor.*

Analyze:

Read each question and the answer choices. Based on what the question is asking you to do: ***infer, find supporting detail, predict, determine the author's purpose,*** *or* ***apply information,*** *find the words in the passage that lead to the answer. Continue doing this with each question until you have completed reading the passage.*

Read the answer choices to each question and decide if the information in the answer is:

- *not in the passage,*
- *the opposite of the information in the passage, or*
- *not accurate.*

If you prefer, use the graphic organizer presented in IA 2-2.

In question 21, the author's purpose is to show that by not following his dreams, Mr. Minchell has literally become invisible. In question 26, the concept of vanishing as a result of not being true to one's self shows how people lose their self-respect and dignity, choice (5).

The answer for question 22, (5) an educator, is directly stated in the passage.

In question 23, four of the answer choices are contradicted by the passage. By not being acted on, Mr. Minchell's dreams have in fact become stagnant. Answer (1) is the only answer choice supported by the passage.

Question 24 builds upon the information in question 23, by continuing to explore his passive lack of imagination and focus.

For question 25, Mr. Minchell's job is not directly stated in the passage. The only choice available that uses a calculator or an adding machine is (5) an income tax auditor.

The final question (#27) refers to an incident that happens at the end of the story and is not included in the excerpt. Mr. Minchell, by using his imagination, is becoming visible again. He will clearly be relieved to be noticed by passers by, choice (2).

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: *Compare the answers you found with the others in the group. Discuss the methods you used to find the answers, the support for your answers in the passage, and the reasons why each learner thinks his/her answers and the support are correct.*

Agree on the correct answers and a strategy you would use for answering questions that ask you to recognize ***supporting detail.***

Whole Class: *Report to the class the group's answers to the questions, the methods used to find the answers, the support for the answers chosen, and your group's strategy for answering questions that ask you to recognize* ***supporting detail.***

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood what you have done.

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

Look back at IA 5-1 where you read the passage to ***determine important from unimportant detail****. Which questions did that reading strategy help you answer?*

How important is it to know the difference between ***important and unimportant detail*** *when answering test questions? Explain.*

How well did you do on the ***application*** *questions (#21 and #25) compared to the* ***making inferences*** *and* ***supporting details*** *questions? How is answering these different kinds of questions similar or different?*

What were your reasons for not choosing each of the answers you thought were wrong?

Details and even word choice show the author's purpose.

The author's purpose can be seen not only from the scenes and occurrences, but also the words used and the emotions shown. In fiction, the author creates everything for his or her purpose, something that many learners have not considered.

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

How could you use the reading strategies discussed here to help you read that material more effectively?

Either your instructor will supply the class, or you can bring in, material to be used by the class for developing multiple-choice questions that ask for ***supporting detail****. Make up two multiple-choice test questions that ask for* ***supporting detail****.*

Pass your questions to other group members or the whole class and, using the approaches (strategies) discussed in class to read the passage and the question and answer choices, answer the questions. Discuss.

Describe an ***inference*** *made by someone in your family or on the job. Was the* ***inference*** *correct? If not, what could the person have done to make it correct?*

In your opinion, when is ***inference*** *useful? When is it harmful?*

Has this slowing down of the question answering process helped you in any way in reading at home or on the job?

How did the pre-reading approaches in the activity (purpose, preview, prior knowledge, interest) work for you?

How do understanding test questions and answer choices help you take tests?

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or methods presented in this IA.

What did you learn from this Inquiry Activity?

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

What parts of this Inquiry Activity will you use when taking the GED test? Why?

How did reading this way make you feel?

Student Name: ______________________ **Date:** ________________

Class: ______________________________ **Instructor:** ___________

Learning Project #5: Reading Stories

Inquiry Activity 5-2: Questions

1. Identifying the Problem (Supplemental Test Items #21-27)

Scan the passage and the test questions. (Don't read the passage to try to answer the questions yet; just scan to find out what the passage and the questions are about.)

Questions refer to the excerpt from a passage introduced in Inquiry Activity 4-1.

21. Which choice best explains what the author means by "vanished" in this passage?

(1) Mr. Minchell discovered a drug to make himself invisible to others.
(2) Mr. Minchell didn't know any other employees in his office.
(3) Mr. Minchell had just moved to the city and had no friends.
(4) Mr. Minchell led a life that lacked imagination and dreams.
(5) Mr. Minchell spent too much time away from his family.

22. According to the passage, which of the following choices best describes the type of job Mr. Minchell would prefer?

He would like to be

(1) an accountant
(2) a computer technician
(3) a clothing salesperson
(4) a restaurant manager
(5) an educator

23. Why does the author describe Mr. Minchell's dreams as "stagnant" in paragraph 13?

To reveal that Mr. Minchell

(1) allowed bad habits to distract him
(2) was happier with his home and family
(3) found his job a more satisfying goal

(4) realized that his dreams were foolish
(5) spent too much time daydreaming

24. Based on the information in the last paragraph, how did Mr. Minchell vanish?

By

(1) paying too much attention to his son
(2) ignoring his boss's directions
(3) letting his life be ruled by routine
(4) spending too much time reading
(5) avoiding his fellow employees at work

25. Whose job would be similar to Mr. Minchell's job?

(1) a personal trainer
(2) a television news reporter
(3) a case worker who helps people
(4) a camp counselor
(5) an income tax auditor

26. Which choice best explains the author's purpose for this passage?

The author tries

(1) to criticize people who attempt to achieve their dreams
(2) to discuss the relationships between parents and children
(3) to recognize Mr. Minchell's success at his job
(4) to analyze relationships between employers and employees
(5) to explain how people lose self-respect and recognition

27. At the end of the story, Mr. Minchell jumps on the back of a huge stone lion that stood on the steps of the library. As he imagines riding the lion through the jungle, people on the sidewalk begin laughing or making encouraging statements to Minchell.

On the basis of this information, how did Mr. Minchell respond to the people's reaction?

He felt

(1) angry that people were laughing at him

(2) relieved that people finally noticed him
(3) disappointed that he was no longer invisible
(4) excited that he could actually ride the lion
(5) concerned that his boss would see him

2. Becoming Familiar with the Problem

Remember, in this step, we are focusing on becoming familiar with the questions through pre-reading strategies, not answering them from the passage.

Preview the Questions: Examine the questions and the answer choices. Is there anything in the questions you don't understand?

Activate/Build from Prior Knowledge: From reading the questions and answers, what do you already know about the question used as the passage title?

Consider/Build Interest: Are you interested in the answers to the questions? Which question interests you the most? The least? When you see questions like these, how do you react?

Set a Purpose: For each question, determine if you are being asked to **infer, look for supporting detail, predict, determine the author's purpose**, or **apply information**.

3. Planning, Assigning, and Performing Tasks

Planning: Determine if you want to work individually, with a partner, or in a small group. As you continue to work on Language Arts, Reading Learning Projects, answering the questions on your own and then sharing with the group is a good way to prepare for the test.

Doing the work: As you read the questions and reread the passage, do the following:

Clarify:

Are there any places in the passage where you did not understand what was going on? **Clarify** your understanding before answering the questions by talking with a partner or your instructor.

Analyze:

Read each question and the answer choices. Based on what the question is asking you to do: **infer, find supporting detail predict, determine the author's purpose**, or **apply information**, find the words in the passage that lead to the answer. Continue doing this with each question until you have completed reading the passage.

Read the answer choice and decide if the information in the answer is

- Not in the passage,
- The opposite of the information in the passage, or
- Not accurate

If you prefer, use the graphic organizer presented in IA 2-2.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: Compare the answer you found with the others in the group. Discuss the methods you used to find the answer, the support for your answer in the passage, and the reasons why each learner thinks his/her answer and the support are correct.

Agree on the correct answers and a strategy you would use for answering questions that ask you to recognize **supporting detail.**

Whole Class: Report to the class the group's answers to the questions, the methods used to find the answers, the support for the answers chosen, and your group's strategy for answering questions that ask you to recognize **supporting detail.**

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood what you have done.

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

Look back at IA 5-1 where you read the passage to **determine important from unimportant detail**. Which questions did that reading strategy help you answer?

How important is it to know the difference between **important and unimportant detail** when answering test questions? Explain.

How well did you do on these **application** questions (#21 and #25) compared to the **making inferences** and **supporting details** questions? How is answering these different kinds of questions similar or different?

What were your reasons for not choosing each of the answers you thought were wrong?

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

How could you use the reading strategies discussed here to help you read that material more effectively?

Either your instructor will supply the class, or you can bring in, material to be used by the class for developing multiple-choice questions that ask for supporting detail. Make up two multiple-choice test questions that ask for supporting detail.

Pass your questions to other group members or the whole class and, using the approaches (strategies) discussed in class to read the passage and the question and answer choices, answer the questions. Discuss.

Describe an **inference** made by someone in your family or on the job. Was the **inference** correct? If not, what could the person have done to make it correct?

In your opinion, when is **inference** useful? When is it harmful?

Has this slowing down of the question answering process helped you in any way in reading at home or on the job?

How did the pre-reading approaches in the activity (purpose, preview, prior knowledge, interest) work for you?

How do understanding test questions and answer choices help you take tests?

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or methods presented in this IA.

What did you learn about reading from this activity?

How did the approaches in this activity work for you?

How did you find the purpose of the document?

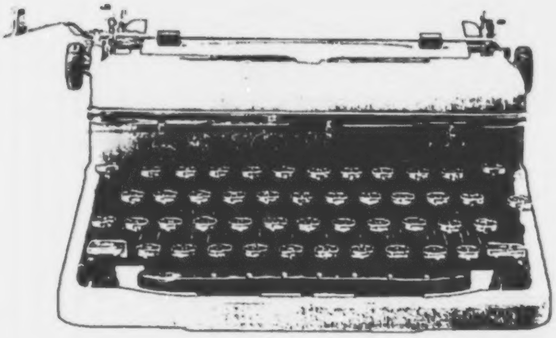
How does writing test questions help you be a better test taker?

How does reading like this make you feel?

Language Arts, Reading

Learning Project ❻

Reading Reviews



This Learning Project deals with non-fiction, an excerpt of a review of an art exhibit. The review is titled "Tromp l'Oeil: a Friendly Faux" by Blake Gopnik, published in *The Washington Post*, on October 13, 2002. In the Practice GED Test, the review has the focus question "What Technique is Used by the Artist? This passage was chosen and questions created by John Reier, specialist at the GED Testing Service. The arts reading passage is a reminder of the old format of GED Literature and the Arts.

The during reading strategy practiced in Inquiry Activity 6-1 is imaging. As you can see, the strategy comes directly from the context, a review of an art exhibition. You might use imaging in any highly descriptive writing; the visual effects of the subject of this review make imaging a strong choice.

It is important for the learner to understand that different during reading strategies will work more effectively with certain passages. It is the purpose of the reading that in large part determines the appropriate reading strategy. As learners become better readers, they will decide for themselves how they think they should read a passage to understand it fully. There is no one right or wrong reading strategy for any passage.

Inquiry Activity 6-2 introduces all of the questions related to the passage. In step 2, Becoming Familiar with the Problem, the learner, alone or in a group, is asked to identify what kind of question each of the question items is. Following this determination, the learners will answer the questions for step 3, Doing the Work.

Student Name: ______________________ **Date:** ____________________

Class: ______________________________ **Instructor:** ________________

Learning Project #6: Reading Reviews

Inquiry Activity 6-1: Passage Reading Strategy-Imaging

1. Identifying the Problem (Reading Passage only for Supplemental Practice Test Items #s 28, 29, 30, 31 32, and 33)

Look over the passage and the title. From the title, what do you think the passage is about and what are you being asked to do? (Don't read word for word.)

What are you being asked to read? What will you have to do to be successful on this Activity?

Have you seen passages like this before? Where? When?

Jot down your thoughts or share them with your partner.

2. Becoming Familiar with the Problem

Scan the passage and ask yourself questions like the following as the first step to understanding the passage.

Preview the Passage: What do you see? How is the passage organized? What kind of type do you see? What kind of punctuation is used? What is in bold, and what is not? What do these things tell you about how you are supposed to read this passage?

Activate/Build from Prior Knowledge: From reading the title, what do you already know about artistic technique? Have you ever drawn or painted before? Where have you seen murals before? Have you ever read a review about art?

Consider/Build Interest: Are you interested in the topic this review is about? Do you often read reviews of exhibitions or performances?

Set a Purpose: The purpose is to read the passage and imagine these pictures in your mind's eye.

3. Planning, Assigning, and Performing Tasks

Planning: Determine whether you want to work individually, with a partner, or in a small group.

Assigning: Art is meant to be seen. Determine who will start reading and how you will imagine the art being described in the review.

Doing the work: As you read the passage, do the following:

Clarify:

Read the passage. Find and mark any words you might not know. See if the passage gives you enough information to **clarify** the meaning of those words. If not, find the meaning by asking someone or looking it up.

Were there any places in the passage where you did not understand what was going on? How were you able to understand better?

Image:

As you read the passage, stop at various places and describe in your own words what you imagine the picture that is being described might look like. You might take turns making rough pictures of what is being described.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: Compare your **images** with others in the group. Think about each picture you imagined in your own words or in a rough sketch. What information in the text caused you to imagine or draw what you did?

Discuss as a group whether keeping in mind the purpose for reading the passage, **imaging** the art described, helped you to read and understand the passage better.

Whole Class: Report to the class all the different **images** members of the groups had of the art described in the excerpt.

Take notes on any different **imaging** plans the other groups had.

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood what you have done.

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

If you were not interested in the passage, what did you do? How does being interested or not interested in the passage affect your reading?

Look back at Step 3. If you were telling someone else how you imagined the art being described as you read, what words would you use to tell someone what you do?

Have you ever before thought about **imaging** as you read? Explain.

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test passage to other information or situations.

Where else have you seen examples or read about some of the ideas you found in this passage?

Do you read any reviews? If yes, what kind?

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods presented in this IA.

What did you learn from this Inquiry Activity?

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

What parts of this Inquiry Activity will you use when taking the GED test? Why?

How did reading this way make you feel?

Inquiry Activity 6-2: Questions

Each of the questions for this passage is presented below. The IA encourages the learner to determine what kind of question is being asked before trying to answer it. We strongly encourage learners to begin with LPs #1, 2, and 3. If this is the learners' first LP, please have them do LP #1 to learn about the kinds of questions asked on the GED Reading test.

(Note: Italicized portions should be directed to students.)

1. Identifying the Problem (Supplemental Test Items #s 28-33)

Scan the passage and the test questions (Don't read the passage to try to answer the questions yet; just scan to find out what the passage and the questions are about.)

Questions refer to the excerpt from a passage introduced in Inquiry Activity 6-1.

28. On the basis of the passage, what type of surface did artists use to paint pictures using the trompe l'oeil technique?

(1) canvases
(2) floors
(3) furniture
(4) walls and ceilings*
(5) doors

29. On the basis of the excerpt, knowledge about which one of the following would help an artist to use this technique effectively?

(1) biology
(2) geometry*
(3) magic
(4) carpentry
(5) history

30. What is the major purpose of the passage?

To explain how this technique

(1) is easy to create
(2) has little artistic merit
(3) can deceive the viewer*
(4) led to changes in buildings
(5) resulted in photography

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31. What is the main purpose of paragraph four?

(1) to illustrate one way that the technique was used*
(2) to explain the value of the technique to painting
(3) to list the artists who use this technique
(4) to criticize the exhibits selected for the collection
(5) to provide details about the artist's life

32. Why does the reviewer of this passage include the information about placing a "real wooden step" in the exhibit?

To show that

(1) Peale imitated Italian country scenes
(2) designers tried to recreate the original piece of art*
(3) viewers could actually step through the door
(4) Independence Hall was in the artist's hometown
(5) the exhibition could provide an element of humor

33. Which one of the following best describes the goal of artists who use this trompe l'oeil technique?

(1) to trace the history of art
(2) to teach architecture
(3) to portray scenes of nature
(4) to make artwork realistic*
(5) to promote a profitable technique

Correct answers are marked with an asterisk in the teacher version.

2. Becoming Familiar with the Problem

Remember, in this step, we are focusing on becoming familiar with the questions through pre-reading strategies, not answering them from the passage.

Preview the Questions: *Examine the questions and the answer choices. Is there anything in the questions you don't understand?*

Activate/Build from Prior Knowledge: *From reading the questions and answers, what do you already know about the question used as the passage title?*

Consider/Build Interest: *Are you interested in the answers to the questions? Which question interests you the most? The least? When you see questions like these, how do you react?*

Set a Purpose: *For each question, determine if you are being asked to* ***infer***, ***look for supporting detail***, ***predict***, ***determine the author's purpose***, *or* ***apply information***.

3. Planning, Assigning, and Performing Tasks

Planning: *Determine if you want to work individually, with a partner, or in a small group.*

Doing the Work: *As you read the questions and reread the passage, do the following:*

Clarify:

Read the passage, find and mark any words you might not know. See if the passage gives you enough information to ***clarify*** *the meaning of those words. If not, find the meaning by asking somebody or looking it up.*

Were there any places in the passage that you did not understand what was going on?

Analyze:

Read the questions and the answer choices. Based on what the questions are asking you to do, find the words in the passage that provide the answer. Continue doing this until you have completed reading the passage.

Read the answer choices to each question and decide if the information in the answers is:

- *not in the passage,*
- *the opposite of the information in the passage, or*
- *not accurate.*

Going through this process allows the test-taker to find answers that are directly stated in the passage.

What section or parts of the passage support your answers?

Several direct mentions of painting on walls and ceilings in paragraphs 2 and 3 support the answer (4) walls and ceilings for question 28. Question 33 is also answer choice (4) to make artwork realistic. Again, paragraph 2 mentions "real space," "actual window," and taking "the painted for the real."

Determine which answer choices answer the questions and explain why.

Question 29 requires the learner to recognize uses of geometry in establishing perspectives and angles. This knowledge on the part of the painter would be necessary to accomplish the illusion the painting creates.

For question 30, the correct answer is (3) to explain how the technique can deceive the viewer. The answer is in fact bolstered by question 31, about the purpose of paragraph 4, to which the answer is (1) to illustrate one way the technique is used. The example of Peale's trompe l'oeil in Independence Hall, with the actual step for people to mount to go into the picture can be imagined by the reader.

The correct answer to question 32 is (2) the designers tried to re-create the original.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: *Compare your answers with the others in the group. Discuss the methods you used to find the answers, the support for your answers in the passage, and the reasons why each learner thinks his/her answers and the support are correct.*

Agree on the correct answers and select a reading strategy you would use for answering questions that ask you to ***recognize supporting detail.***

Whole Class: *Report to the class the group's answers to the questions, the methods used to find the answers, the support for the answers chosen, and your group's strategy for answering questions that ask you to* ***recognize supporting detail.***

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood what you have done.

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

How did the ***imaging*** *activity you did when you read the passage (6-1) help you to answer the questions?*

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What were your reasons for not choosing each of the answers you thought were wrong?

Often, test-takers who are not clear about the correct answer will use the process of elimination. This is a good technique to strengthen.

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

The passage uses some French expressions. Where are some other places you might see French expressions?

If you were the artist, what would you say to this reviewer?

Are these the questions you would have asked about the passage? If not, write your own multiple-choice question and ask a classmate to answer it.

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the content of what you learned and the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or methods to help you pass the GED test.

What did you learn from this Inquiry Activity?

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

What parts of this Inquiry Activity will you use when taking the GED test? Why?

How did reading this way make you feel?

Student Name: ______________________ **Date:** ____________________

Class: ____________________________ **Instructor:** _________________

Learning Project #6: Reading Reviews

Inquiry Activity 6-2: Questions

1. Identifying the Problem (Supplemental Test Items #s 28-33)

Scan the passage and the test question (Don't read the passage to try to answer the questions yet; just scan to find out what the passage and the questions are about.)

Questions refer to the excerpt from a passage introduced in Inquiry Activity 6-1.

28. On the basis of the passage, what type of surface did artists use to paint pictures using the trompe l'oeil technique?

29. On the basis of the excerpt, knowledge about which one of the following would help an artist to use this technique effectively?

30. What is the major purpose of the passage?

31. What is the main purpose of paragraph four?

32. Why does the reviewer of this passage include the information about placing a "real wooden step" in the exhibit?

33. Which one of the following best describes the goal of artists who use this trompe l'oeil technique?

2. Becoming Familiar with the Problem

Remember, in this step, we are focusing on becoming familiar with the question through pre-reading strategies, not answering it from the passage.

Preview the Questions: What do you see? What kinds of questions are these?
Mark each question as asking you to find supporting details, apply what is in the text, draw conclusions, determine a purpose (author's or text), or making inferences.

Activate/Build from Prior Knowledge: Have you seen questions like these before? What do you know about questions like these?

Consider/Build Interest: Which of these questions are you interested in answering?

Set a Purpose: What do the questions ask you to do?

3. Planning, Assigning, and Performing Tasks

Planning: Determine if you want to work individually, with a partner, or in a small group.

Doing the work: As you read the questions and reread the passage, do the following:

Clarify:

Read the passage, find and mark any words you might not know. See if the passage gives you enough information to **clarify** the meaning of those words. If not, find the meaning by asking somebody or looking it up.

Were there any places in the passage that you did not understand what was going on?

Analyze:

Read the questions and the answer choices. Based on what the questions are asking you to do, find the words in the passage that provide the answer. Continue doing this until you have completed reading the passage.

Read each answer choice and decide if the information in the answer is

- Not in the passage,
- the opposite of the information in the passage, or
- not accurate.

28. On the basis of the passage, what type of surface did artists use to paint pictures using the trompe l'oeil technique?

(1) canvases
(2) floors
(3) furniture
(4) walls and ceilings

(5) doors

29. On the basis of the excerpt, knowledge about which one of the following would help an artist to use this technique effectively?

(1) biology
(2) geometry
(3) magic
(4) carpentry
(5) history

30. What is the major purpose of the passage?

To explain how this technique

(1) is easy to create
(2) has little artistic merit
(3) can deceive the viewer
(4) led to changes in buildings
(5) resulted in photography

31. What is the main purpose of paragraph four?

(1) to illustrate one way that the technique was used
(2) to explain the value of the technique to painting
(3) to list the artists who use this technique
(4) to criticize the exhibits selected for the collection
(5) to provide details about the artist's life

32. Why does the reviewer of this passage include the information about placing a "real wooden step" in the exhibit?

To show that

(1) Peale imitated Italian country scenes
(2) designers tried to recreate the original piece of art
(3) viewers could actually step through the door
(4) Independence Hall was in the artist's hometown
(5) the exhibition could provide an element of humor

33. Which one of the following best describes the goal of artists who use this trompe l'oeil technique?

(1) to trace the history of art
(2) to teach architecture
(3) to portray scenes of nature
(4) to make artwork realistic
(5) to promote a profitable technique

What section or parts of the passage support your answer?

Determine which answer choice answers the question and explain why.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: Compare your answer with the others in the group. Discuss the methods you used to find the answer, the support for your answer in the passage, and the reasons why each learner thinks his/her answer and the support are correct.

Agree on the correct answers and select a reading strategy you would use for answering questions that ask you to recognize supporting detail.

Whole Class: Report to the class the group's answers to the questions, the methods used to find the answers, the support for the answers chosen, and your group's strategy for answering questions that ask you to recognize supporting detail.

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood what you have done.

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

How did the **imaging** activity you did when you read the passage (6-1) help you to answer the questions?

What were your reasons for not choosing each of the answers you thought were wrong?

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations you already know and maybe make new connections to other information.

The passage uses some French expressions. Where are some other places you might see French expressions?

If you were the artist, what would you say to this reviewer?

Are these the questions you would have asked about the passage? If not, write your own multiple choice question and ask a classmate to answer it.

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the content of what you learned and the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or methods to help you pass the GED test.

What did you learn from this Inquiry Activity?

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

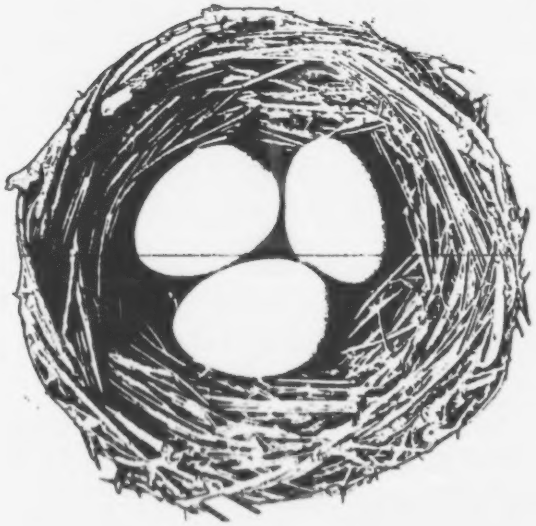
What parts of this Inquiry Activity will you use when taking the GED test? Why?

How did reading this way make you feel?

Language Arts, Reading

Learning Project ❼

Reading Poetry



This Learning Project deals with poetry; the poem in the Practice Test is "Sympathy" by Paul Laurence Dunbar. In the GED Practice Test, the focal question asks: "How Does the Speaker Relate To The Life Of A Caged Bird?" The first Reading Inquiry Activity (7-1) focuses on the during-reading strategy of asking questions to answer the question posed as the passage title.

At this point, the learner has been introduced to six different during-reading strategies: predicting (LP#2), monitoring (LP#3), summarizing (LP#4), determining importance (LP#5), imaging (LP#6) and asking questions (LP#7).

After the learners have had practice with the asking questions strategy, you might ask those learners who have practiced all the previous strategies to pick one of the other during reading strategies and use it to read this poem, or another you have chosen, and compare and contrast strategies and results.

Inquiry Activity 7-2 introduces all the questions related to the passage. In step 2, Becoming Familiar with the Problem, the learner, alone or in a group, is asked to identify what kind of question each of the question items is. Following this determination, the learners will answer the questions for step 3, Doing the Work.

Poetry is the genre with which most test-takers of the GED have the most difficulty. In part, this may be due to the compression of the language, but other problems may arise from the use of figurative language, or the personal, evocative nature of the genre itself. The Extending section in 7-2 has a number of activities that can be used for a further study of poetry.

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Student Name: ______________________ **Date:** ____________________

Class: ____________________________ **Instructor:** _______________

Learning Project #7: Reading Poetry

Inquiry Activity 7-1: Passage Reading Strategy—Asking Questions

1. Identifying the Problem (Reading Passage only for Practice Test Items #s 1, 2, 3, 4, 5, and 6 PA)

Look over the passage and the title. From the title, what do you think the passage is about, and what are you being asked to do? (Don't read word for word.)

What are you being asked to read? What will you have to do to be successful in this Activity?

Jot down your thoughts or share them with your partner.

2. Becoming Familiar with the Problem

Scan the passage and ask yourself questions like the following as the first step to understanding the passage.

Preview the Passage: What do you see? How is the passage organized? What do you notice about the organization of the passage? Describe it. Does the organization help you understand it?

Activate/Build from Prior Knowledge: What do you know about the topic of the poem? Have you ever read poetry before?

Consider/Build Interest: How can you become interested in a poem about a bird? How do you like reading poems?

Set a Purpose: The purpose is to read the passage and **ask questions** as you read.

3. Planning, Assigning, and Performing Tasks

Planning: Determine if you want to work individually, with a partner, or in a small group.

Assigning: Read aloud in pairs or in groups. Determine who will start reading and where you will stop to ask questions. You might want to stop after each stanza or group of lines.

Doing the work: As you read the passage, here are some strategies you can consider:

Clarify:

Scan the passage. Find and mark any words you might not know. See if the passage gives you enough information to **clarify** the meaning of those words. If not, find the meaning by asking somebody or looking it up.

Were there any places in the passage that you did not understand what was going on?

Write down questions as you read:

As you read the poem, stop occasionally and **write questions** that have occurred to you. These could be **questions** like the following:

I wonder why the author uses the word ________?
What does the bird have to do with the poem?
I am confused by the word _______.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: Compare your questions with the others in the group. Explain how you went about **asking the questions**, and discuss any differences in the **questions asked** by different group members.

Discuss how **asking questions** while reading the poem helped you understand it.

Discuss as a group whether keeping in mind the purpose for reading the passage (**asking questions**) helped you to read and understand the passage better. Agree on some ways you would read a passage if you know you have to **ask questions**.

Whole class: Report to the class the **questions asked** and the similarities in kinds of **questions asked**. Discuss the group's suggestions for the plan to read a poetry passage

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood what you have done.

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

This passage was a poem; how do you feel about poems? How do these feelings affect how well you read a poem?

Poems use words in different ways from stories. Why does reading a poem make **clarifying** words so important?

Has **questioning** helped you better understand the passage? Explain.

What other kinds of reading strategies could you use when reading poetry?

Where else have you seen or read about some of the ideas you discovered in this passage?

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in this activity to other information or situations.

Do you read any poetry? If yes, what kind?

Name your favorite song. Do you remember the words? Write them down. Are they a poem? Why?

Is a greeting card a poem? Write a greeting card for a loved one. Use the dictionary and choose to use a new word in your greeting card poem.

Read another kind of passage like a song or a business document. Use the "I wonder, I'm confused" strategy on that passage.

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance

to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods presented in this IA.

What did you learn from this Inquiry Activity?

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

What parts of this Inquiry Activity will you use when taking the GED test? Why?

How did reading this way make you feel?

Inquiry Activity 7-2: Answering Questions on the Passage

Each of the questions for this passage is presented below. The IA encourages the learner to determine what kind of question is being asked before trying to answer it. We strongly encourage learners to begin with LPs #1, 2, and 3. If this is the learners' first LP, please have them do LP #1 to learn about the kinds of questions asked on the GED Reading test.

(Note: Italicized portions should be directed to students.)

1. Identify the Problem (Items #1-6 PA)

Scan the passage and the test questions.

Questions refer to the poem introduced in Inquiry Activity 7-1.

1. **In lines 1-6, the speaker describes the world outside the bird's cage. From the caged bird's point of view, what does the outside world represent?**

   (1) spring
   (2) freedom*
   (3) vacation
   (4) love
   (5) youth

2. **What feeling is the speaker attributing to the caged bird's song in lines 19-20: "But a prayer that he sends from the heart's deep core, / But a plea, that upward to Heaven he flings"?**

   (1) anger
   (2) playfulness
   (3) longing*
   (4) relaxation
   (5) betrayal

3. **Notice that most of the words of the first line of each stanza are repeated at the end of that stanza. What effect does this repetition have on the speaker's message?**

   The repetition

   (1) reinforces the speaker's message*
   (2) mocks the message of the first line
   (3) makes other rhyming unnecessary
   (4) restates the title
   (5) makes interpreting the ideas more difficult

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4. **From what you know of the speaker in the poem, what feelings might he or she have toward someone in slavery?**

    (1) understanding*
    (2) indifference
    (3) fondness
    (4) embarrassment
    (5) hatred

5. **Which among the following is the most likely occasion for someone to sing a song of the bird?**

    (1) a vacation in the mountains
    (2) a young children's sing-along
    (3) a birthday celebration
    (4) a peaceful protest*
    (5) a nighttime lullaby

6. **Maya Angelou, an African-American writer, titled her autobiography I Know Why the Caged Bird Sings. What does her use of the line from the poem "Sympathy" in her title suggest about the message of her book?**

    Angelou's book is about

    (1) success after extensive failure
    (2) maltreatment of caged animals
    (3) the enjoyment of springtime
    (4) capturing and charging criminals
    (5) understanding the suffering of others*

In the teacher edition, the correct answer is marked with an asterisk.

2. Becoming Familiar with the Problem

Remember, in this step, we are focusing on becoming familiar with the questions through pre-reading strategies, not answering them from the passage.

Preview the Questions: *What do you see? What kinds of questions are these? How would you go about* ***clarifying*** *anything you might not understand in the questions?*

Activate/Build from Prior Knowledge: *Have you seen questions like these before? What do you know about questions like these?*

Consider/Build Interest: *Why would you be interested in answering these questions?*

Set a Purpose: *The title of Inquiry Activity 7-1 is "How does the speaker relate to the life of a caged bird?" What does that question ask of you as a reader?*

Those of your students who are not fluent readers may have considerable difficulty with poetry because of either the imagery or the subjectivity, both of which will be a challenge for them to interpret.

3. Planning, Assigning, and Performing Tasks

Doing the Work: *Read the questions and reread the poem alone, with a partner, or in a group. Think aloud about the poem, the questions, and the answer choices.*

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Clarify:

Scan the questions and answer choices. Find and mark any words you might not know. See if the questions or answer choices give you enough information to ***clarify*** *the meaning of those words. If not, find the meaning by asking somebody or looking it up.*

Questions may come about: alas, slopes, springing, chalice, fain, bough, keener.

Were there any places in the passage that you did not understand what was going on?

Analyze:

Read the answer choices to each question and decide if the information in the answers is:

- *not in the passage,*
- *the opposite of the information in the passage, or*
- *not accurate.*

Determine if the speaker in the poem and the author are the same. Why?

The poet identifies himself, "I."

To answer question 1, you should look at the words in the poem, lines 1-6. What do the words and phrases tell you about how the speaker feels about the outside world?

Bright sun, wind stirring the grass, birds singing and buds opening, are all calm, pleasant, and desirable images.

For the first answer choice to question 1, the images could be said to be of spring but not only of spring. Answer (2) freedom is appropriate because all the details are free and in a natural state. Rivers are often a symbol of freedom in literature. Sunshine and soft winds are also symbols of freedom. Freedom is the correct answer because it is represented in all the images. Answer (3) vacation, while some of the images may remind people of vacation, it is a further projection from freedom. Answer (4) love is not referenced. Answer (5) youth could be a consideration but only for the first bird and first bud.

The answer to question 2 is (3) longing because it would define both prayer and plea. Playfulness and relaxation can be eliminated right away, because neither have the depth of emotion the lines exhibit. Betrayal is not indicated, and although anger for being in the situation may be a choice for some, the use of the words prayer and plea eliminate that choice.

How does the phrasing of question 3 help you to ***determine the important from the unimportant*** *in the passage? What section or parts of the passage support your answer?*

Think about a time in which you repeated yourself several times. Why did you do this? Oftentimes a writer will repeat lines to make a point. The author in this poem repeats: "I know… the cage bird feels,…beats his wing,…sings." Why do you think the author does this? Is it the same reason you sometimes repeat yourself several times?

Repetition is a common method to emphasize a point. In this instance, the poet knows both what the caged bird does and why he performs certain activities. The pattern thus established strengthens and supports the underlying message of pain and prayer for delivery.

Question 4 asks about the author's feelings toward his subject. What words in the poem help you recognize the author's views?

The words alas, cruel, pain, prayer, plea, and the phrase "ah, me" indicate that the author is sympathetic, which is also shown by the title of the poem.

Go through the answer choices for question 5. Which is most appropriate for the caged bird's song?

In this poem, what feelings is the bird expressing through his singing? Explain. Think of an occasion when you might need to express the feelings of the bird in the poem. Are there other occasions when other people might express the feelings of the bird in the poem?

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In addition to the obvious analogies to slavery and servitude, wrongful suffering could also arise in group discussion. This is a powerful emotional piece, and the song of the bird could be very appropriate at a peaceful protest, choice (4). The images of blood and old scars in the second verse are reason enough not to select any of the other four options.

What does question 6 ask you to do?

Question 6 is an ***application*** question, requiring the learners to carry their understanding of the meaning of the poem to another work of literature. That understanding of the poem will allow the learners to ***predict*** some things about the book and its point of view.

For question 6, look at the poem and determine what the experiences of the caged bird are. Write those experiences in your own words.

The image of the bird beating his wings against the bars and singing a prayer for freedom is very clear.

Determine whether you would want to have experiences like the caged bird has in your own life.

Now, consider the writer, Maya Angelou. Do you know anything about her? From what you know, decide which of the choices she would think relate best to the caged bird.

Some students may be familiar with Maya Angelou. In addition to the books she has written, she often appears on television and writes articles for magazines. Her line of greeting cards is widely available. She also wrote a poem and recited it during President Clinton's inauguration. In an interview in the April 2003 issue of *Smithsonian*, Angelou cites Paul Laurence Dunbar as one of her favorite poets.

The correct answer for question 6 is (5) understanding the suffering of others. It is the only response that the third verse addresses. In fact, her book has a strong and positive ending, but all her writing reflects her understanding of and sympathy for those who have remained powerless or trapped by circumstance.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: *Compare your answers with the others in the group. Discuss the meanings of the words in the answer choices, the answers you found, the methods you used to find the answers, the support for your answers in the passage, and the reasons why each learner thinks his/her answers are correct.*

Agree on the correct answers and reading strategies you would use for answering questions.

Whole Class: *Report to the class the group's meaning of the words in the answer choices, the group's answers to the questions, the methods used to find the answers, the support for the answers chosen, and your group's strategy for answering questions.*

Some of your students may have participated in some protests or demonstrations. The reasons they got involved in doing so would uncover an emotional context for poetry they could write.

The emotional force of poetry allows it to be used for a wide range of purposes, and the audience can understand and appreciate the piece at their own levels. Walt Whitman's poem "Oh Captain! My Captain!" is clearly about the loss of a leader; literally the captain of a ship. It adds to the understanding to recognize that he wrote it after the death of Lincoln, but it is not necessary for appreciating the poem. It could as well be about the loss of a parent, a mentor, or any other leader.

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you have understood what you have done.

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

What methods did you use to read and answer the questions?

How did you use, or how do you think you can use, the multiple-choice answers to help you in answering the question?

How important was knowing the meaning of the words in the answer choices for answering the questions?

What would you say is a good approach (strategy) to use for reading the passage when the test question asks you to interpret the author's feeling in certain lines of a poem?

In poetry, individual word choices are important not only for their precise meaning, but also for their emotional weight.

What were your reasons for not choosing each of the answers you thought were wrong?

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test questions to other information or situations.

These extension activities can be used to support a continuing study of poetry.

Create a poem together as a class by saying or writing the first word that comes to mind. Have other people add three sentences of five words or less. Then write multiple-choice questions for the poem. Pass around your questions for others to answer and then discuss.

Listen to your favorite song, or the favorite song of a friend. What would you say the author's thoughts and feelings are? Read an editorial in the newspaper and determine the author's thoughts and feelings.

Have you read books or articles or poems, or seen movies where one author uses a line from another author?

How are expressions like "going postal" an example of using one type of situation to describe another?

Think about a favorite movie or TV show; what expressions from these shows do you use in your life?

Think of the line, "Is that your final answer?" from the television game show *Who Wants to be a Millionaire?* Another line that gained widespread use was, "Show me the money," from the movie *Jerry Maguire.*

Using the poem or poems either you or your fellow classmates brought in or your facilitator provided, read it for the purpose of developing multiple-choice test questions that focus on interpreting the author's feeling as expressed in parts of the poem.

Poetry is the most intensely personal of all literary forms. People can assign meanings to it from their own experiences.

Then write multiple-choice questions that focus the interpretation of the author's feelings. Pass around your questions for others to answer and then discuss.

Write a poem about a family pet or about animals with which you are familiar. Write a multiple-choice question about your poem. Pass the poem and question to your classmates to answer.

State a line you have heard before that should be repeated for emphasis. For example, Martin Luther King, Jr. repeats the line, "I have a dream…"

Many of Dr. King's speeches use repetition as a hook for his message. And while they are prose, his use of rhythm and cadence are also strongly poetic techniques for capturing and maintaining attention.

In songs, the use of the repeating chorus also serves to reinforce the theme of the song. Other musical uses of repetition are seen in movies where the hero has a particular theme, as does the antagonist. The early *Star Wars* movies are good examples, as is *Jaws*.

Think about times in history when people felt like the caged bird. Have you ever felt this way? Write a poem about your feelings.

Identify a current television or movie character that you think feels like the caged bird. Describe that character to a friend or classmate.

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods presented in this IA.

What did you learn from this activity?

How did the approaches in this activity work for you?

State and then evaluate the approach (strategy) you used to answer reading test questions that ask you to determine the author's point of view.

State and then evaluate the approach (strategy) you used to eliminate some multiple-choice answers when taking a reading test.

Discuss with the class and come up with an approach for eliminating answer choices that makes sense for you.

Student Name: ______________________ **Date:** ____________________

Class: ____________________________ **Instructor:** ________________

Learning Project #7: Reading Poetry

Inquiry Activity 7-2: Answering Questions on the Passage

Problem (Items #1-6 PA)

Scan the passage and the test questions.

Questions refer to the poem introduced in Inquiry Activity 7-1.

1. **In lines 1-6, the speaker describes the world outside the bird's cage. From the caged bird's point of view, what does the outside world represent?**

   (1) spring
   (2) freedom
   (3) vacation
   (4) love
   (5) youth

2. **What feeling is the speaker attributing to the caged bird's song in lines 19-20: "But a prayer that he sends from the heart's deep core, / But a plea, that upward to Heaven he flings"?**

   (1) anger
   (2) playfulness
   (3) longing
   (4) relaxation
   (5) betrayal

3. **Notice that most of the words of the first line of each stanza are repeated at the end of that stanza. What effect does this repetition have on the speaker's message?**

   The repetition

   (1) reinforces the speaker's message
   (2) mocks the message of the first line
   (3) makes other rhyming unnecessary
   (4) restates the title

(5) makes interpreting the ideas more difficult

4. From what you know of the speaker in the poem, what feelings might he or she have toward someone in slavery?

(1) understanding
(2) indifference
(3) fondness
(4) embarrassment
(5) hatred

5. Which among the following is the most likely occasion for someone to sing a song of the bird?

(1) a vacation in the mountains
(2) a young children's sing-along
(3) a birthday celebration
(4) a peaceful protest
(5) a nighttime lullaby

6. Maya Angelou, an African-American writer, titled her autobiography I Know Why the Caged Bird Sings. What does her use of the line from the poem "Sympathy" in her title suggest about the message of her book?

Angelou's book is about

(1) success after extensive failure
(2) maltreatment of caged animals
(3) the enjoyment of springtime
(4) capturing and charging criminals
(5) understanding the suffering of others

2. Becoming Familiar with the Problem

Remember, in this step, we are focusing on becoming familiar with the questions through pre-reading strategies, not answering them from the passage.

Preview the Questions: What do you see? What kinds of questions are these? How would you go about **clarifying** anything you might not understand in the questions?

Activate/Build from Prior Knowledge: Have you seen questions like these before? What do you know about questions like these?

Consider/Build Interest: Why would you be interested in answering these questions?

Set a Purpose: The title of Inquiry Activity 7-1 is "How does the speaker relate to the life of a caged bird?" What does that question ask of you as a reader?

What does question 6 ask you to do?

3. Planning, Assigning, and Performing Tasks

Doing the work: Read the questions and reread the poem alone, with a partner, or in a group. Think aloud about the poem, the questions, and the answer choices.

Clarify:

Scan the questions and answer choices. Find and mark any words you might not know. See if the questions or answer choices give you enough information to **clarify** the meaning of those words. If not, find the meaning by asking somebody or looking it up.

Were there any places in the passage that you did not understand what was going on?

Analyze:

Read the answer choices to each question and decide if the information in the answers is:

- not in the passage,
- the opposite of the information in the passage, or
- not accurate.

Determine if the speaker in the poem and the author are the same. Why?

To answer question 1, you should look at the words in the poem, lines 1-6. What do the words and phrases tell you about how the speaker feels about the outside world?

How does the phrasing of question 3 help you to determine the important from the unimportant in the passage? What section or parts of the passage support your answer?

Think about a time in which you repeated yourself several times. Why did you do this? Oftentimes a writer will repeat lines to make a point. The author in this poem repeats: "I know… the cage bird feels,…beats his wing,…sings." Why do you think the author does this? Is it the same reason you sometimes repeat yourself several times?

Question 4 asks about the author's feelings toward his subject. What words in the poem help you recognize the author's views?

Go through the answer choices for question 5. Which is most appropriate for the caged bird's song?

In this poem, what feelings is the bird expressing through his singing? Explain. Think of an occasion when you might need to express the feelings of the bird in the poem. Are there other occasions when other people might express the feelings of the bird in the poem?

For question 6, look at the poem and determine what the experiences of the caged bird are. Write those experiences in your own words.

Determine whether you would want to have experiences like the caged bird has in your own life.

Now, consider the writer, Maya Angelou. Do you know anything about her? From what you know, decide which of the choices she would think relate best to the caged bird.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: Compare your answers with the others in the group. Discuss the meanings of the words in the answer choices, the answers you found, the methods you used to find the answers, the support for your answers in the passage, and the reasons why each learner thinks his/her answers are correct.

Agree on the correct answers and reading strategies you would use for answering questions.

Whole class: Report to the class the group's meaning of the words in the answer choices, the group's answers to the questions, the methods used to find the answers, the support for the answers chosen, and your group's strategy for answering questions.

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you have understood what you have done.

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

What methods did you use to read the questions and answer choices?

How did you use, or how do you think you can use, the multiple-choice answers to come up with answers. Explain.

What were your reasons for not choosing each of the answers you thought were wrong?

How important was knowing the meaning of the words in the answer choices for answering the questions?

What would you say is a good approach (strategy) to use for reading the passage when the test question asks you to interpret the author's feeling in certain lines of a poem?

What were your reasons for not choosing each of the answers you thought were wrong?

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test questions to other information or situations.

These extension activities can be used to support a continuing study of poetry.

Create a poem together as a class by saying or writing the first word that comes to mind. Have other people add three sentences of five words or less. Then write multiple-choice questions for the poem. Pass around your questions for others to answer and then discuss.

Listen to your favorite song, or the favorite song of a friend. What would you say the author's thoughts and feelings are? Read an editorial in the newspaper and determine the author's thoughts and feelings.

Have you read books or articles or poems, or seen movies where one author uses a line from another author?

How are expressions like "going postal" an example of using one type of situation to describe another?

Think about a favorite movie or TV show; what expressions from these shows do you use in your life?

Using the poem or poems either you or your fellow classmates brought in or your facilitator provided, read it for the purpose of developing multiple-choice test questions that focus on interpreting the author's feeling as expressed in parts of the poem.

Then write multiple-choice questions that focus the interpretation of the author's feelings. Pass around your questions for others to answer and then discuss.

Write a poem about a family pet or about animals with which you are familiar. Write a multiple-choice question about your poem. Pass the poem and question to your classmates to answer.

State a line you have heard before that should be repeated for emphasis. For example, Martin Luther King, Jr. repeats the line, "I have a dream . . . "

Think about times in history when people felt like the caged bird. Have you ever felt this way? Write a poem about your feelings.

Identify a current television or movie character that you think feels like the caged bird. Describe that character to a friend or classmate.

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods presented in this IA.

What did you learn from this activity?

How did the approaches in this activity work for you?

State and then evaluate the approach (strategy) you used to answer reading test questions that ask you to determine the author's point of view?

State and then evaluate the approach (strategy) you used to eliminate some multiple-choice answers when taking a reading test.

Discuss with the class and come up with an approach for eliminating answer choices that makes sense for you.

Language Arts, Reading

Learning Project ❽

Reading Stories

This Learning Project deals with fiction, using an excerpt from a short story called "A Visit to Grandmother," written by William Melvin Kelly in 1964. The focal question posed is "Why does Chig's father return to his childhood home?" The first Reading Inquiry Activity (8-1) focuses on the during reading strategy of determining importance to answer the question posed as the passage title.

This passage was chosen and questions created by John Reier, specialist at the GED Testing Service. This passage is an example of contemporary fiction, or fiction since 1960, the third time period by which fiction is arranged for the GED. PA, indeed all the Practice Tests, has only four reading passages, while the actual test will have seven passages.

Inquiry Activity 8-2 introduces all the questions related to the passage. In step 2, Becoming Familiar with the Problem, the learner, alone or in a group, is asked to identify what kind of question each of the question items is. Following this determination, the learners will answer the questions for step 3, Doing the Work.

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Student Name: ______________________ **Date:** ________________

Class: ______________________________ **Instructor:** ___________

Learning Project #8: Reading Stories

Inquiry Activity 8-1: Passage Reading Strategy - Determining Importance

1. Identifying the Problem

Look over the passage and the title. From the title, what do you think the passage is about and what are you being asked to do? (Don't read word for word.)

What are you being asked to read? What will you have to do to be successful in this Activity?

Have you seen passages like this before? Where? When?

Jot down your thoughts or share them with your partner.

2. Becoming Familiar with the Problem

Scan the passage and ask yourself questions like the following as the first step to understanding the passage.

Preview the Passage: What do you see? What do you notice about the passage? Describe it. What does this tell you about how the passage might be organized? Does it help you understand it?

Activate/Build from Prior Knowledge: From reading the title and the first paragraph what do you already know about the topic of the passage?

Do you know anything about this topic from previous experiences or reading?

Consider/Build Interest: What is it about stories describing families and their problems that makes you interested?

Set a Purpose: The purpose is to read the passage and determine important character details of Chig's father and grandmother.

3. Planning, Assigning, and Performing Tasks

The task that you will complete is to read the passage. The following strategies can be helpful.

Planning: Determine if you want to work individually, with a partner, or in a small group. If this is the first time you are determining important character details, it is best to work with a partner or a small group. Once you are familiar with this strategy, try to use it on your own.

For determining importance, you will need a piece of paper divided into two columns. When working in a group, decide if all group members will have their own papers, or if you will have one paper with just one recorder.

Assigning: If you are reading the passage aloud in pairs or in groups, determine who will start reading.

Doing the work: As you read the passage, do the following:

Clarify:

Scan the passage. Find and mark any words you do not know. See if the passage gives you enough information to **clarify** the meaning of those words. If not, find the meaning by asking somebody or looking it up.

Were there any places in the passage where you did not understand what was going on?

Determining Importance:

After reading the passage, put it away or turn it over, and think about the details that describe the characters of the story. In the left column of your divided paper write down the details of Chig's father's character and Chig's grandmother's character that you think are **important** and in the right column those things you don't think are **important**.

Now, exchange your paper with a partner, and discuss the common details about both characters that you both listed as **important**, those details you both thought were **unimportant**, and any differences. Be prepared to support your decisions about whether a character **detail is important or unimportant.**

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: Compare your important detail list about both characters with the others in the group. Discuss as a group whether keeping in mind the purpose for reading the passage -- **determining important details** of character -- helped you to read and understand the passage better.

Whole class: Share what you considered to be the **important and unimportant details** about character. Were your items similar or different from other groups?

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood what you have done.

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

Look back at Doing the Work. If you were telling someone else how you **determined important character details** as you read, what words would you use to describe what you did?

How did **determining important character details** about Chig's father and grandmother help you understand the passage better?

Have you ever thought about **determining important character details** as you read before? Explain.

How did becoming familiar and then doing the work help you understand the passage better when you read it? Explain.

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

Where else have you seen or read about or experienced some of the ideas you found in this passage?

Do you read any stories? If yes, what kind? When might you **determine important details about character** in your reading?

With a friend, read another passage that deals with different characters and **determine the details** that you think are important. Each of you complete a chart where you write in the left column what you consider **important details**, and in the right column the details that you consider **not important**. Compare your charts. How does this help you understand the passage?

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods presented in this IA.

What did you learn from this Inquiry Activity?

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

What parts of this Inquiry Activity will you use when taking the GED test? Why?

How did reading this way make you feel?

Learning Project ⑧ Reading Stories

Inquiry Activity 8-2: Answering Questions

Each of the questions for this passage is presented below. The IA encourages the learner to determine what kind of question is being asked before trying to answer it. We strongly encourage learners to begin with LPs #1, 2, and 3. If this is the learners' first LP, please have them do LP #1 to learn about the kinds of questions asked on the GED Reading test.

(Note: Italicized portions should be directed to students.)

1. Identifying the Problem (Supplemental Test Items 34 – 40)

Read the passage and the test questions. Don't try to answer the questions yet.

The question refers to the excerpt from a passage introduced in Inquiry Activity 8-1.

34. Which one of the following words best describes the attitude of Chig's father toward his brother GL?

(1) admiration
(2) caution*
(3) envy
(4) thoughtfulness
(5) resentment

35. What does the author suggest about Chig's father when he says, "His father had never talked much about his family,...'?

Chig's father recalled that he had

(1) abandoned his family by leaving home
(2) only a few happy childhood memories
(3) never really knew any of his brothers
(4) no interest in a relationship with his family*
(5) been unable to find his mother and brothers

36. According to the passage, why did Chig's father leave home at fifteen?

(1) to support his family
(2) to find his father
(3) to help his brother
(4) to get an education*
(5) to look for a job

37. On the basis of what the author states in the passage, what happens to Chig's father after he left home at fifteen?

He

(1) achieved most of his personal goals*
(2) regretted his decision to leave his mother and brothers
(3) worked to provide financial support for his mother
(4) wandered around trying to understand his family
(5) suffered many disappointments with his own son

38. What is the purpose of paragraph six?

(1) to explain the grandmother's feelings for Chig
(2) to tell why Charles had left home
(3) to describe Chig's grandmother*
(4) to introduce Charles's brothers and their wives
(5) to reveal why Charles had come home

39. How does the grandmother react when she recognizes Chig as her grandson?

She is

(1) amazed how tall he has grown
(2) surprised that he had come to visit her*
(3) angry that he did not have a gift for her
(4) anxious for him to meet his Uncle GL
(5) irritated that his mother was not with him

40. What is the author's purpose in this passage?

To reveal

(1) Chig's relationship with his father's family
(2) the father's feelings about his brothers
(3) Charles's activities since he left home
(4) the grandmother's dislike of Chig's mother
(5) Chig's father's reunion with his mother*

2. Becoming Familiar with the Problem

Remember, in this step, we are focusing on becoming familiar with the questions through pre-reading strategies, not answering them from the passage.

Preview the Questions: *What do you see? What kinds of questions are these? How would you go about* ***clarifying*** *anything you might not understand in the questions?*

Activate/Build from Prior Knowledge: *Have you seen questions like these before? What do you know about questions like these?*

Consider/Build Interest: *Why would you be interested in answering these questions?*

Set a Purpose: *What do the questions ask you to do?*

3. Planning, Assigning, and Performing Tasks

Planning: *Determine if you want to work individually, with a partner, or in a small group.*

Doing the Work: *As you read the questions and reread the passage, do the following:*

Clarify:

Scan the passage, find and mark any words you might not know. See if the passage gives you enough information to ***clarify*** *the meaning of those words. If not, find the meaning by asking somebody or looking it up.*

Were there any places in the passage where you did not understand what was going on?

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Analyze:

Read the questions and the answer choices. Based on what the questions are asking you to do, find the words in the passage that provide the answers. Continue doing this until you have completed reading the passage.

Read the answer choices for each question and decide if the information in the answer is:

- *not in the passage,*
- *the opposite of the information in the passage, or*
- *not accurate.*

Going through this process allows the test-taker to find this answer, which is directly stated. Test-takers should do this step each time; when they find the answer they can stop.

Remind yourself what the questions are asking you to do.

Some students may prefer the graphic presented in IA 2-2. Others can identify whether the answers are in the passage, the opposite of what is in the passage, or not in the passage. The model for this graphic is in Appendix C.

Determine which answer choices have the support from the passage by looking at your graphic.

The correct answer for Question 34 is (2) Chig's father feels caution towards his brother GL. The description of cute, but potentially dangerous, supports that answer.

The correct answer for Question 35 is (4) he had no interest in a relationship with his family. The fact that he talks about them rarely, that the trip was not overtly planned, and that they had not gone before all support that choice.

The passage states that the father left home to go to high school in Knoxville. The correct answer question 36 is (4) to get an education.

In question 37, the correct answer is that (1) Chig's father had achieved most of his personal goals. The inference for this is the biggest stretch, and needs some extended synthesis from the reader. We know that most people who go to reunions are relatively satisfied with their lives, that as a teenager, the father valued education enough to leave his family and not return, that he can afford to travel from New York to unspecified Southern locations for an extended period of time, and that he and his son have taken this trip together. These facts argue that he has succeeded in his life.

The correct answer to question 38 is (3) to describe Chig's grandmother. The paragraph is filled with descriptive details of the tiny, elderly woman.

The answer for question 39 is (2) grandmother is surprised. She was not expecting this visit.

The correct answer to question 40 is (5) to reveal Chig's father's reunion with his mother. It is the only action that occurs in the passage, and the variety of intense and conflicting emotions are all about the two seeing each other again.

Whenever learners see a question asking author's purpose, they should not look for a direct answer; they should synthesize all the details the author provides. They will be looking for a broader answer.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: *Compare the answer you found with the others in the group. Discuss the methods you used to find the answer, the support for your answer in the passage, and the reasons why each learner thinks his/her answer and the support are correct.*

Agree on the correct answer and a reading strategy you would use for answering questions that ask you to ***recognize supporting detail.***

Whole Class: *Report to the class the group's answers to the questions, the methods used to find the answers, the support for the answers chosen, and your group's strategy for answering questions that ask you to* ***recognize supporting detail.***

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood what you have done.

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

How might the activity you did when you read the passage in 8-1 help you answer the questions?

The author's purpose can be seen not only from the scenes and occurrences, but also in the words used and the emotions shown. In fiction, the author creates everything for the purpose, something that many learners have not considered.

How does supporting your answer from the passage help you in getting the answer?

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

This is the most contemporary of the fiction selections. You may see an opportunity to discuss how that makes it different from the other fiction passages.

Give an example of one kind of reading you do at home or on the job. What kinds of materials do you read: books, newspapers, magazines, memos, letters, newsletters, reports?

All your learners should be encouraged to do more reading; it is the best way to practice and develop the reading strategies they need. If they have one favorite kind of reading material, encourage them to extend their selections beyond that.

What approaches (strategies) might you use to read that material to find ***supporting details****?*

Using the passage in 8-1, develop multiple-choice questions that ask for ***supporting detail*** *that is different from the question in this Inquiry Activity. Pass your questions to other group members or the whole class and, using the strategies discussed in class to read the passage and the question and answer choices, answer the questions. Discuss.*

What other Inquiry Activities discussed ***inference****?*

What do you remember about the discussions about ***inference****?*

Where else in your life has someone made an ***inference****?*

In your opinion, when is ***inference*** *useful? When is it harmful?*

If the discussion about the choices varied widely, this might be a place to raise the issue of not being clear about the facts when readers make ***inferences***.

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or methods presented in this IA.

What did you learn from this Inquiry Activity?

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

What parts of this Inquiry Activity will you use when taking the GED test? Why?

How did reading this way make you feel?

Student Name: ________________________ **Date:** ________________

Class: ________________________________ **Instructor:** ___________

Learning Project #8: Reading Stories

Inquiry Activity 8-2: Answering Questions

1. Identifying the Problem (Supplemental Test Items 34 – 40)

Read the passage and the test questions. Don't try to answer the questions yet.

The question refers to the excerpt from a passage introduced in Inquiry Activity 8-1.

34. Which one of the following words best describes the attitude of Chig's father toward his brother GL?

(1) admiration
(2) caution
(3) envy
(4) thoughtfulness
(5) resentment

35. What does the author suggest about Chig's father when he says, "His father had never talked much about his family" (line XX)?

Chig's father recalled that he had

(1) abandoned his family by leaving home
(2) only a few happy childhood memories
(3) never really knew any of his brothers
(4) no interest in a relationship with his family
(5) been unable to find his mother and brothers

36. According to the passage, why did Chig's father leave home at fifteen?

(1) to support his family
(2) to find his father
(3) to help his brother
(4) to get an education

(5) to look for a job

37. On the basis of what the author states in the passage, what happens to Chig's father after he left home at fifteen?

He

(1) achieved most of his personal goals
(2) regretted his decision to leave his mother and brothers
(3) worked to provide financial support for his mother
(4) wandered around trying to understand his family
(5) suffered many disappointments with his own son

38. What is the purpose of paragraph six?

(1) to explain the grandmother's feelings for Chig
(2) to tell why Charles had left home
(3) to describe Chig's grandmother
(4) to introduce Charles's brothers and their wives
(5) to reveal why Charles had come home

39. How does the grandmother react when she recognizes Chig as her grandson?

She is

(1) amazed how tall he has grown
(2) surprised that he had come to visit her
(3) angry that he did not have a gift for her
(4) anxious for him to meet his Uncle GL
(5) irritated that his mother was not with him

40. What is the author's purpose in this passage?

To reveal

(1) Chig's relationship with his father's family
(2) the father's feelings about his brothers
(3) Charles's activities since he left home
(4) the grandmother's dislike of Chig's mother
(5) Chig's father's reunion with his mother

2. Becoming Familiar with the Problem

Remember, in this step, we are focusing on becoming familiar with the questions through pre-reading strategies, not answering them from the passage.

Preview the Questions: What do you see? What kinds of questions are these? How would you go about clarifying anything you might not understand in the questions?

Activate/Build from Prior Knowledge: Have you seen questions like these before? What do you know about questions like these?

Consider/Build Interest: Why would you be interested in answering these questions?

Set a Purpose: What do the questions ask you to do?

3. Planning, Assigning, and Performing Tasks

Planning: Determine if you want to work individually, with a partner, or in a small group.

Doing the work: As you read the questions and reread the passage, do the following:

Clarify:

Scan the passage, find and mark any words you might not know. See if the passage gives you enough information to clarify the meaning of those words. If not, find the meaning by asking somebody or looking it up.

Were there any places in the passage where you did not understand what was going on?

Analyze:

Read the questions and the answer choices. Based on what the questions are asking you to do, find the words in the passage that provide the answers. Continue doing this until you have completed reading the passage.

Read each answer choice and decide if the information in the answer is

- Not in the passage,
- the opposite of the information in the passage, or
- not accurate.

Remind yourself what the question is asking you to do.

Take a piece of paper; list the answer choices on the left side and put a circle around each answer. Look in the passage and find details about the subject of the question. List all those details on the right of the paper, then draw an arrow from the detail to the answer choice in the circle.

Determine which answer choices have the support from the passage by looking at your graphic.

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: Compare the answer you found with the others in the group. Discuss the methods you used to find the answer, the support for your answer in the passage, and the reasons why each learner thinks his/her answer and the support are correct.

Agree on the correct answer and a reading strategy you would use for answering questions that ask you to recognize supporting detail.

Whole Class: Report to the class the group's answers to the questions, the methods used to find the answers, the support for the answers chosen, and your group's strategy for answering questions that ask you to recognize supporting detail.

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood what you have done.

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

How might the activity you did when you read the passage in 8-1 help you answer the questions?

How does supporting your answer from the passage help you in getting the answer?

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in the Practice Test question to other information or situations.

Give an example of one kind of reading you do at home or on the job. What kinds of materials do you read: books, newspapers, magazines, memos, letters, newsletters, reports?

What approaches (strategies) might you use to read that material to find supporting details?

Using the passage in 8-1, develop multiple-choice questions that ask for supporting detail that is different from the question in this Inquiry Activity. Pass your questions to other group members or the whole class and, using the strategies discussed in class to read the passage and the question and answer choices, answer the questions. Discuss.

What other Inquiry Activities discussed inference?

What do you remember about the discussions about inference?

Where else in your life has someone made an inference?

In your opinion, when is inference useful? When is it harmful?

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or methods presented in this IA.

What did you learn from this Inquiry Activity?

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

What parts of this Inquiry Activity will you use when taking the GED test? Why?

How did reading this way make you feel?

Appendix A

This article is the seventh in a series drawn from work in the Handbook of Reading Research: Volume III *(Kamil, Mosenthal, Pearson, & Barr, 2000).*

Learning from Text: A Multidimensional and Developmental Perspective

Tamara L. Jetton
Patricia A. Alexander

Three students preparing to read and discuss a chapter from Mark Twain's *The Adventures of Huckleberry Finn* sit in a circle. One of the students, Ralph, is struggling because the world of Huck Finn is so alien to him. He does not understand Huck Finn's passion for the river, having only glimpsed at rivers from the window of the family car. He also finds the language of the runaway slave, Jim, strange. Yet Huck's predicaments fascinate Ralph. Because of this interest, he is determined to learn more about Huck's adventures.

Clare has already read several of Twain's short stories and *The Adventures of Tom Sawyer*. She also has some understanding of Twain's writing style, knows about Twain's exploration of young males, quest for adventure, and has learned to interpret dialect by reading it aloud. However, Clare is not taken with Huck Finn. She just cannot relate to the male characters and their raft adventure. Despite the ease with which she can read the novel, she finds it difficult to stay interested in the story.

Kim confronts other obstacles during her reading. She has been wearing the painful badge of "poor reader" since elementary school. She can read the words on the page but often does not understand them, so she avoids reading. Consequently, Kim has limited opportunities to practice the strategies that could improve her comprehension, and she continues to face every reading event with dread and resignation.

The three students we just met remind us how complex learning from text can be. For Ralph, reading *Huck Finn* is difficult because he lacks relevant background knowledge. Clare faces the challenge of sustaining her interest, while Kim needs basic strategies for gaining meaning from text. All these variables – knowledge, interest, and strategic ability – are part of the complex and multidimensional process of learning from text.

Context: Situating Text-Based Learning in Today's World

A first step in understanding text-based learning is to examine the world in which readers such as Ralph, Clare, and Kim now live. The world of the 21st century poses unique and ever-changing challenges for readers. For one, readers are immersed in a flood of information that is seemingly endless and often unmanageable (diSessa, 1988). As such, students may become desensitized as a way of coping with the continual onslaught of information (Postman, 1995). Further, because they are confronted with so much information, students may find it difficult to discern relevant from trivial content or accurate from misleading information (Alexander & Jetton, in press).

Teachers can unintentionally exacerbate such problems by providing superficial coverage of content or dwelling on tangential instead of central information (Alexander, Jetton, Kulikowich, & Woehler, 1994) – in other words, by making substitutes for in-depth exploration of principled concepts (Gelman & Greeno, 1989). Even though learning from text is facilitated by the development of a rich body of principled knowledge, students often function from a disjointed and piecemeal base that they do not find particularly relevant to their everyday lives (Whitehead, 1929/1957).

We would be remiss if we did not acknowledge that today's students are learning with and from new technologies. Moreover, the potential outcomes of students' interactions with these technologies are still uncertain. Nevertheless, educators cannot simply sit back and wait to see what happens since these new technologies have already become integral parts of the educational process (Alexander, Kulikowich, & Jetton, 1994; Reinking, McKenna, Labbo, & Kieffer, 1998).

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Students now live in a global society. As a result, they are reading texts that are part of a dynamic, diverse worldwide community that is socially and culturally shaped. We can no longer view reading as a purely individualistic engagement with a text; instead, it is a sociocultural interaction among members of the global community. Imagine Ralph sitting in his English classroom with *The Adventures of Huckleberry Finn* displayed on a computer screen while he converses electronically with others across the globe as he reads the text.

Texts: Their Nature, Quality, and Form

In addition to examining the world of the 21st century in which Ralph, Clare, and Kim are situated, we must also consider the nature, quality, and types of texts in which these students engage as they learn. We view texts as dual in nature because they are both individual and social, as well as permanent and dynamic.

Linguistic quality of text is another critical factor in readers, ability to learn from what they read. Texts constructed to facilitate readers, attempts to learn have been called "considerate" (Armbruster, 1984). In contrast, texts that cause readers to expend large amounts of cognitive effort to offset their poor construction are characterized as "inconsiderate." Several factors contribute to the considerateness and quality of texts, including purpose, audience appropriateness, unity of focus, organizational structure, development and validity of ideas, stylistic expression, and correct usage.

The type of text can also exert a significant influence over students' ability to learn. Although any written form of communication, including teacher-created handouts, can be considered a text, we focus on three text genres that have been the subject of numerous investigations: narration, exposition, and mixed (Axelrod & Cooper, 1996; Graesser, Golding, & Long, 1991; Hidi, Baird, & Hildyard, 1982). Narration here refers to prose written in story form to entertain, exposition to prose written to convey information, and mixed to prose used to convey information through a story form.

One reason genres are important is that they appear to elicit varied processing. For example, the information students deem important and interesting is greatly influenced by the nature of the text genre through which that information is conveyed (Schellings, van Hout-Wolters, & Vermunt, 1996). Readers have great difficulty determining the main ideas from mixed texts since they contain factual information in the form of a story or narrative (Jetton, 1994; Jetton, Alexander, & White, 1992).

Knowledge: The Scaffold for Text-Based Learning

Of all the factors considered in this exploration, none exerts more influence on what students understand and remember from text than does the knowledge they already possess (Alexander, 1996; Stanovich, 1986). Ralph shows us how lack of knowledge can lead to difficulties in learning from text as he struggles to understand Huck Finn's world of the Mississippi River.

Knowledge helps shape readers, perspectives on text content (Pichert & Anderson, 1977), the attention they allocate to information within the text (Reynolds & Shirey, 1988), the interest they have in the text (Garner, Alexander, Gillingham, Kulikowich, & Brown, 1991), and their judgments of importance (Alexander et al., 1994).

Knowledge is, of course, complex, with many forms and dimensions (Alexander, Schallert, & Hare, 1991). In this discussion, we focus on three knowledge categories: linguistic, schooled and unschooled, and subject matter. Readers use linguistic knowledge to decode the language, as Clare did to facilitate her understanding of the dialect in *Huckleberry Finn.* They also use linguistic knowledge when they consider the structure and forms (i.e., the genres) of written language. Knowledge of text structures allows readers to access information more readily and accurately as they construct their personal interpretations of the text.

Before students step foot in a school, they have amassed a rich body of conceptual knowledge about the world around them. This unschooled knowledge influences their learning from text, and can differ significantly from the schooled knowledge they acquire during formal education. Sometimes students reject knowledge found in content textbooks and hold onto erroneous interpretations gleaned from out-of-school experiences. Thus, the more educators understand about the interplay between schooled and

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unschooled knowledge, and about everyday cognition, the more effectively they can guide students to richer, more meaningful interpretations of text (see, e.g., Carraher, Carraher, & Schliemann, 1985; Saxe, 1992).

In the context of schools, the notion of formal knowledge is typically associated with particular subjects or fields of study (e.g., literature and mathematics). We can identify two forms of subject-matter knowledge that are highly influential in learning from text. First, domain knowledge, the breadth of one's knowledge in a particular field, is based on foundational principles and concepts judged by experts as core to that domain (Stahl, Hynd, Glynn, & Carr, 1996). For example, a foundational concept in literature is irony, and a foundational principle in biology is symbiosis. Because these core principles are different across domains, domains present themselves differently in texts, and these differences translate into variations in text learning.

Some domains, such as mathematics, contain a knowledge base that is highly structured around rules or procedures (Stewart, 1987). However, domains such as literature and history are more ill structured because their core principles do not involve routine procedures or set rules for arriving at outcomes. In fact, in these domains, many interpretations are possible and acceptable (Alexander, 1997a). The characteristics of these academic domains have a direct bearing on the texts used to create them and the way teachers use those texts to facilitate student learning. For example, a mathematics text contains the integration of mathematical symbols and linguistic information. In contrast, a history text is often filled with connected discourse punctuated with visuals such as graphs and charts. Given that students move from one domain to another throughout the school day, they can become perplexed about how to learn from a diversity of texts.

Strategies: Tools for Regulating and Enhancing Learning from Text

All learning demands strategic engagement in the construction of meaning. Without strategies, readers like Kim approach reading tasks with fear and resignation. Perhaps Kim would not have dreaded reading *Huckleberry Finn* if she had been able to employ strategies such as clarifying the words in Twain's dialect and questioning or summarizing the events in the story. These strategies help readers construct meaning from the text.

Strategies are procedural, purposeful, effortful, willful, essential, and facilitative in nature. They are procedural in that students must employ routines for solving complex problems such as those presented in word problems in mathematics classes. Further, readers must consciously invoke these strategies by employing time and mental energy – that is, they must be purposeful and effortful (Alexander & Judy, 1988; Snow, Corno, & Jackson, 1996). Further strategies are essential to learning from text, and they facilitate a deeper and better understanding of the text (Pressley, Goodchild, Fleet, Zajchowski, & Evans, 1989; Weinstein, Goetz, & Alexander, 1988).

One laudable goal of reading instruction is to enable students to become skillful readers who routinely apply procedures that contribute to interpretation – so routinely that they occur in a mindless or automatic fashion. However, when the reading becomes difficult, confusing, or less than optimal, even skilled readers must intentionally use remedies that will fix their reading problems. Thus, these readers must be strategic, as well as skillful.

One particular genre in which readers need to employ strategic behavior is during the reading of nonlinear, linked texts (i.e., hypertext). As readers confront these texts that appear to have no clear starting or ending place, they must navigate through several levels. We know very little about the navigational strategies of readers as they learn with and in these environments (Alexander et al., 1994; Kamil & Intrator, 1998). Thus, we are clearly behind in our understanding of the promises and potentials that nonlinear text-processing strategies pose for learning.

Readers, Goals and Interests: Driving Forces in Text-Based Learning

Learning from text is inevitably a synthesis of skill, will, and thrill (Garner & Alexander, 1991). Few would argue that readers need the requisite skills and strategies to read, but they also need a commitment or will to explore text in a deep or meaningful

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way. Clare exemplifies how important it is to be interested and involved in the text to glean meaning from it. Since she cannot relate to the Twain characters, she lacks the interest needed to persist in meaning making.

Although there are many variables involved in motivation to read, we focus on two that are critical to learning from text – goals and interest. Goals are essentially the particular reasons, intentions, or motives that persons have for their actions (Pintrich & Schunk, 1996). When readers embark on the task of learning from text, they may have a performance goal, such as wanting to get a good grade, look smart, or please the teacher (Dweck & Leggett, 1988). Other students exhibit a learning or mastery goal, in which their primary objective is to gain knowledge or skills by mastering the content (Meece, Blumenfeld, & Hoyle, 1988). Still other students may have a goal of avoiding work, wanting to get the task done with a minimum amount of cognitive effort. Students with mastery goals tend to have an edge in learning from text, while those with performance goals and the goal of avoiding work are in a less favorable position for learning.

As was apparent in the case of Ralph, some students persist in their pursuit of understanding when others simply close their books and walk away. Interest, like that voiced by Ralph, can be a powerful catalyst for such persistence (Murphy & Alexander, 2000). Interest relates to other critical factors in learning from text, including the attention readers pay to particular text elements (Reynolds & Shirey, 1988), their overall involvement (Reed & Schallert, 1993), and academic engagement (Guthrie et al., 1996).

Kintsch (1980) described two forms of interest that occur during reading – emotional and cognitive. Emotional interest is that affective response that readers have in the text when, for example, they are particularly moved by a character's actions. Cognitive interest results when the text captures the reader's mind and thoughts, such as when the reader finds an author's idea interesting. Other researchers have characterized interest as either individual or situational (Hidi, 1990). Individuals may have deep and enduring interest in certain text content. For example, someone who has studied pottery all of his life and picks up an article on a new technique for molding clay will certainly have an individual interest in the text. Readers who are individually interested are involved in knowledge seeking as they read the text because they actively pursue knowledge and skills associated with their own interests (Alexander, 1997a).

Situational interest is evoked through the environment in which the reading event takes place (Murphy & Alexander, 2000). Either the text itself or the teacher get the learner's attention and try to keep her excited about reading. Dewey (1913), for one, cautions that making something interesting may not lead to sustained interest in the text. As we have seen in our own research, motivating from without is not as powerful as helping students discover their own value in the reading – finding their motivation from within (Jetton, Alexander, & White, 1992).

A Developmental View

One gap in understanding how readers learn from text lies in determining how text-based learning changes over time as students become more educated. To explore this developmental picture of learning from text, Alexander (1997b) <http://www.readingonline.org/articles/handbook/jetton/index.html#alexander97b> has developed and tested the "Model of Domain Learning" (see Figure 1). According to this model, individuals progress from naiveté or acclimation through competence and, potentially, to proficiency or expertise as they read and learn in certain fields.

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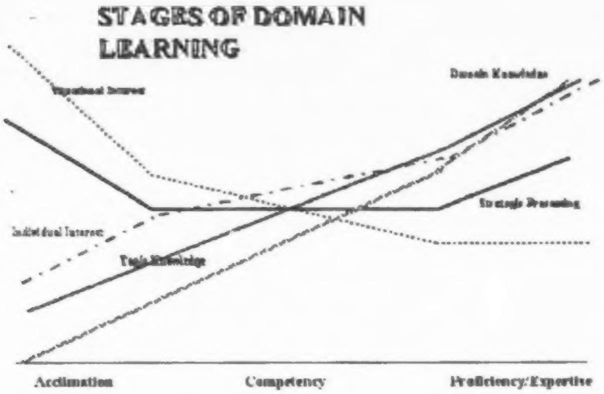
Figure 1
Elaboration of the Model of Domain Learning



Acclimated learners. Novice readers seek to understand the terrain of an unfamiliar field of study. They have little experience in the domain, and little knowledge about the topics covered in the text. Further, the knowledge they do have is rather fragmented and unprincipled. When they encounter a concept such as "taxation without representation" in an American history text, they must not only wrestle with its specific intent and import, but they must also try to relate that concept to others in the domain of history. Often, texts do not provide adequate explanation or do not elaborate on such concepts, so students struggle to determine if the concepts are important or relevant (Sinatra, Beck, & McKeown, 1992).

Because readers at this stage have little knowledge, they are not likely to have individual interest in the topics presented in the text (Garner et al., 1991). Rather, interest is more situational. Readers at this stage have difficulty discerning important from unimportant information, so they can be seduced by interesting but trivial tidbits. Their lack of knowledge also affects how well they use reading strategies efficiently and effectively (Alexander & Judy, 1988). Part the reason learners in acclimation do not effectively apply strategies is because they have yet to develop a value in the content, so they are less willing to work to master that content (Palmer & Goetz, 1988).

Competent learners. Many readers acquire enough subject-matter knowledge and strategies to read in a particular field of study that they achieve competence. These competent learners have a richer, more cohesive framework of knowledge to guide their learning. For example, the competent learner who reads "taxation without representation" uses her sense of this concept to understand the conflicts between American colonists and British loyalists. Competent learners are also more interested in the topic and are less likely to focus on interesting trivia than their acclimated peers. Strategic processing is also transformed as one becomes a competent learner. Since there are fewer surface-level barriers to reading comprehension, such as the lack of text cohesion, readers do not have to employ as many low-level strategies, such as varying their reading rate. Instead, they can employ higher order reasoning strategies (Alexander, Murphy, Woods, Duhon, & Parker, 1997).

Proficient or expert learners. Those who come to the reading task with a wealth of knowledge and a deep interest in the subject matter and whose goal is to exert strategic effort to gain a deep understanding of the reading are considered experts in a domain. Alexander (1997b) argues that few who set out on the road toward expertise ever achieve this laudable end because the demands on knowledge, strategic ability, and motivation are so great. Schools rarely give students enough time and resources to explore topics in subject areas in any depth. Thus, students are not able to build a deep, principled knowledge base, and they have little practice applying the strategies required to process text deeply. Further, students rarely have much say in what they read, whereas

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Appendix A *(continued)*

experts frequently read texts of choice. As a result, students often read texts about which they have little knowledge and interest, and, consequently, they do not develop meaningful learning goals because they see no relevance in reading their assignments.

Implications for instructional practice. What do these stages of domain learning have to say about the way that learning from text transpires in schools? To answer this question, we focus on three aspects of classrooms: instructional support, instructional materials, and learner autonomy.

How explicit should teachers be in their instruction of content information? Acclimated learners come to the text with limited and fragmented knowledge, low personal interest, and a smattering of strategies that they haphazardly apply. Thus, they need a considerable amount of scaffolding that aids them in building a meaningful base of content knowledge and the seed of personal interest (Mitchell, 1993). As students progress through competence, teachers need to be sensitive to the needs of the students. At times, scaffolding can diminish as students learn how to construct knowledge and use strategies on their own. However, as these students progress through competence, the texts and tasks should become more challenging and, therefore, scaffolding of concepts or particular strategies may again be needed. As students progress to expertise, teachers should also provide opportunities for pursuing topics in depth.

Students in the acclimated stage need texts and instructional materials that convey fundamental, relevant principles in a coherent way, so they can determine important information and avoid the highly interesting but tangential details (Anderson & Armbruster, 1984). Reading of these texts should be supported by teacher scaffolding through questions, classroom discussions, and explanations (Jetton & Alexander, 1997).

All learners from the acclimated to the expert stages should have opportunities to make choices in the materials they read, the purposes for reading, and the methods of evaluation. These choices are part of the opportunities in the classroom for building student autonomy, which is related to self-determination and intrinsic motivation (Amabile, 1990; Deci & Ryan, 1991). Although acclimated learners do not benefit from free rein, they need some autonomy, such as choosing from a selection of carefully predetermined options. As students become increasingly competent, the teacher can create more opportunities for self-direction.

Concluding Remarks

In this article, we explored the multidimensional nature of learning from text through a discussion of the critical variables of students, knowledge, interest, and use of strategies. We also examined the developmental nature of learning from text as students journey through school from acclimation to competence, and finally to expertise in a subject area. We anticipate that future explorations of learning from text will focus on how individuals learn from text over time, how they learn within nonlinear hypertext environments, and how their beliefs affect this process. We await the future of reading research and instruction to provide us with additional insights into the complex process of learning from text.

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Appendix B

Think Aloud for Learning Project 2

Use this in conjunction with Inquiry Activity 2-1

One strategy that good readers use is prediction. When good readers make predictions, they think about what the story or play will be about. Good readers predict even ***before*** they start reading. They look at the title of the story or play, and skim or scan the text, and then make predictions about what they think the story or play will be about. For example, when I looked at the title of this play, "Does Corie's Mother Like This Apartment?" I predicted that Corie's mother would not like the apartment, because I know that mothers can sometimes be judgmental about their children's life choices. I had prior knowledge that mothers often judge the decisions of their children. This is how I was able to make a prediction.

Good readers also make predictions ***as*** they read. They read a portion of the story or play and then predict what will happen next. For example, after reading the beginning of the play below, I made a prediction that something happened to Corie's mother to cause her to stagger and be out of breath. My prediction is that we will find out that Corie's mother had some trouble getting to Corie's apartment.

> [Corie's mother, Mrs. Banks, staggers in the door, bouncing off it and coming to rest paralyzed against the railing. While she is regaining her breath, Corie brings her a glass of water and leads her to a suitcase so that she can sit.]

Now you try it. Read a portion of the play and stop. Make some predictions about what will happen next.

Think Aloud for Learning Project 3

Use this in conjunction with Inquiry Activity 3-1

One strategy that good readers use ***as*** they read is monitoring. When good readers monitor, they think about what they are and are not understanding and remembering about the story. As I read the story excerpt, "What is the Relationship Between Jim and Antonia?" I think about what I am remembering really well and what information in the story might still be unclear to me. After reading the first paragraph of the story, I can make a list of the parts I know really well and those parts that are unclear to me. For example, I know that some female is talking to Jim, and she has a daughter. I am not certain about the relationship between Jim and this female. Also, I know that this female is crying, but I am unclear about why she is crying.

Now you try it. Read a portion of the story and stop. Make a list of those parts of the story that you understand really well and those parts that are still not clear.

Think Aloud for Learning Project 4

Use this in conjunction with Inquiry Activity 4-1

One strategy that good readers use ***as*** they read is summarizing. When good readers summarize, they try to answer the following question, "What is the main point of this reading passage?" Oftentimes it helps to read the passage completely, and create a title that conveys the main point of the passage. For example, I could title this passage, 'Rules regarding Just Cause for Dismissal." After creating that title, I could then go through the passage line-by-line and determine the most important information according to my title. The first sentence in the passage entitled, "How Must Employees Behave" is not that important to the main point, which is just cause.

Now you try it. Read through this passage and come up with a title that best conveys the main point of the passage. Then, determine the most important information to keep in your summary.

Appendix B *(continued)*

Think Aloud for Learning Project 5

Use this in conjunction with Inquiry Activity 5-1

One strategy that good readers use ***before*** they read is determining what is important from what is not important. Good readers look at the title of a passage and skim or scan the text to consider what might be important in this story. For example, when I looked at the focus question for this passage, "Why can't people see Mr. Minchell?" I thought to myself that it will be important to know who Mr. Minchell is. I also thought that it will be important to decide what the author means by "people not seeing" Mr. Minchell. I do not know anything about this story, so I am going to have to pay attention to the details.

Good readers also determine what is important from what is not important ***as*** they read. After reading the first part of the passage, I stop and list what is important in this passage so far. For example, Mr. Minchell is thinking to himself. He is looking in the mirror and thinking that he is invisible. I am not sure why he thinks this, or who he is. I will read further to list more things that may be important.

Now you try it. Read through the passage and list what is important to understanding the passage and why people are not seeing Mr. Minchell.

Think Aloud for Learning Project 6

Use this in conjunction with Inquiry Activity 6-1

One strategy that good readers use is imaging. Even ***before*** they read an essay, review, story, or poem, they can try to picture, or see, an image of what the passage is describing. For example, I can read the focus question for this passage, "What technique is used by the artist?" and begin to see an image of an artist doing something. I imagine a man at an easel using paints. He is splotched with paint. I do not know if this image is correct yet, but it is the picture I see.

As I read the passage, I will change my picture or image as I read more details. For example, after reading the first paragraph, the picture stays the same; the artist is painting. After reading the second paragraph, I see my artist with a window painted on his canvas. When the passage mentions walls, I now see my artist painting a window with panes on a wall. This window looks real.

Now you try it. Read the next paragraph and get an image, or picture, of what is being described. As you read each paragraph, describe how your image changes or gets more complete.

Appendix B *(continued)*

Think Aloud for Learning Project 7

Use this in conjunction with Inquiry Activity 7-1

One strategy that good readers use is questioning. Even ***before*** they read a story or poem, they can ask questions about it. For example, I can read the title of our poem, "Sympathy" and ask some questions:

- What does sympathy mean?
- Is the author sympathizing with someone because something bad happened to him or her?

Good readers also ask questions ***as*** they read. For example, I can read the first stanza of the poem and ask several questions list below:

- Why is the bird caged?
- Is the bird a pet?
- What is a chalice?
- Why is the author writing about the sun, wind, and river?
- Is the author also caged?
- Is the author caged in prison?

Now you try it. Read the next stanza of the poem and ask questions about it.

Think Aloud for Learning Project 8

Use this in conjunction with Inquiry Activity 8-1

One strategy that good readers use ***before*** they read is determining what is important from what is interesting. Good readers look at the title of a passage and skim or scan the text to consider what might be important in this story. Some things are interesting for readers, but may not be important in the story. For example, when I looked at the question "Why does Chig's father return to his childhood home?", I thought Chig was an interesting name and wondered if Chig were a boy or a girl. As I skimmed the passage, I was interested in the reunion, but that doesn't seem to be important to the story. At first I was not interested in the father, but as I skimmed, I saw that the father is mentioned a lot, which probably makes him important. As I read the first two paragraphs, I was interested in where in the South they were driving. I was not interested in the brothers because I did not see how they mattered.

Now you try it. Read the next paragraph and tell what is important and what is interesting, but may not be important.

Appendix C

Answer Choices **Details**

Appendix D

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EFF-089 (1/2003)